

STATE TEACHERS
COLLEGE

at

Fitchburg

1957

1958



The Commonwealth
of Massachusetts



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VIEW OF THE NEW GYMNASIUM

THE COMMONWEALTH OF MASSACHUSETTS

State Teachers College
Fitchburg, Massachusetts

Established 1894



1957 - 1958

ACCREDITED BY

National Council for Accreditation of Teacher Education

MEMBER OF

The American Association of Colleges for Teacher Education
New England Association of Colleges and Secondary Schools
The New England Teacher Preparation Association
The Eastern States Association of Professional Schools for Teachers
Association of Teacher Education Institutions
National Commission on Accrediting
American College Public Relations Association
Massachusetts Council on Teacher Education



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The State Teachers College at Fitchburg

The State Teachers College at Fitchburg was originally established as a Normal School under the provisions of Chapter 457, Acts of 1894 of the General Laws. Empowered to confer degrees upon its qualified candidates, the College offers a well-integrated education in the liberal arts and sciences with the opportunity to major in the art of teaching, leading to the degrees of Bachelor of Science in Education and Master of Education.

Board of Education

Department of Education, 200 Newbury St., Boston 16, Massachusetts.

Term Expires:

- 1959 RT. REV. MSGR. CORNELIUS T. H. SHERLOCK, Chairman, 45 Alewife Brook Parkway, Cambridge
- 1961 MRS. ALICE M. LYONS, Vice-Chairman, 76 Moraine Street, Jamaica Plain
- 1965 MR. ALLAN R. FINLAY, Secretary, Sudbury Road, Wayland
- 1956 DR. WILLIAM E. PARK, Simmons College, Boston
- 1958 DR. LEO C. DONAHUE, 108 Summer Street, Somerville
- 1960 Dr. John W. McDevitt, 111 Virginia Rd., Waltham
- 1962 DR. ALEXANDER BRIN, 251 Causeway Street, Boston
- 1963 MRS. ROBERT A. PEDERSON, Alford
- 1964 MR. STUART MACMILLAN, 667 Main Street, Hingham

DR. JOHN J. DESMOND, JR.
Commissioner of Education and Executive Officer

DR. D. JUSTIN MCCARTHY
Director, Division of State Teachers Colleges

The Aims and Objectives of The State Teachers College at Fitchburg

The faculty and student body of the State Teachers College at Fitchburg share an understanding of the purposes of the programs which are offered. These purposes are subject to continuing appraisal, interpretation, and suggestion for revision. In orientation experiences, freshmen are introduced to them in order that at the very outset of their participation, they shall have a clear vision of their educational venture. In seminars and committees, faculty members and students study and recommend improvements in our educational design and clarify as well as amplify their understandings of the functions of the college.

The objectives of this college rest upon an agreement by the faculty as to the chief bases for planning the program of an institution for teacher and nursing education. That agreement exists in documentary form, drawn up by a faculty committee, and considered and accepted by the whole faculty, who constantly scrutinize it for improvement.

The Objectives of General and Professional Education

The objectives of this college in general and professional education, derived by faculty agreement from their bases of curriculum design, are set forth below.

The Objectives of General Education

The broad objectives of this college in the general education of its students are:

1. Growth in the appreciation of the total culture.
2. Growth in the ability and disposition to share experience, through improvement of the tools of communication.
3. Growth in the evaluation of and respect for self in relation to the culture.
4. Growth in the understanding of human behavior.
5. Growth in self-disciplined freedom of behavior in a social setting under a system of mutual restraints and obligations.
6. Growth in self-disciplined freedom of belief and opinion.
7. Growth in the self-disciplined freedom to attempt social change by democratic means.
8. Growth of faith in the principles that the moral right to freedom depends upon the obligation to be informed and disciplined in its use.

9. Growth of faith in the principle that the welfare of the group is essential to the welfare of the individual.
10. Growth in the understanding of the essentiality of the spiritual discipline and of the limitations placed upon its development in democratic public institutions.

The Objectives of Professional Education

The efficient teacher will possess the specialized knowledges, understandings, habits, attitudes, and skills essential to effective school practice in American democracy. Teacher education must seek the following professional objectives:

1. Increasing growth in the specialized scholarship upon which depends intelligent growth in teaching skills.
2. Intelligent practice of the specialized skills of the teacher.
3. Growth in the understanding of the values, objectives, and design of democratic education in a changing society.

The efficient nurse will have matured in the essential specialized knowledges, understandings, habits, attitudes, and skills. Nursing education must seek the following professional objectives:

1. Increasing growth in the specialized scholarship upon which depends intelligent growth in the nursing skills.
2. Intelligent practice of the specialized skills of the nurse.
3. Growth in the understanding of the aims and design of health and services in a changing democratic society.

Both teacher and nursing education must impose those experiences which professional certification requires. This college will provide for democratic maturation, only to the degree that it capitalizes upon every proper opportunity for genuine choice, voluntary association, assumption of responsibility, and guidance—individual and group.

Administration and Faculty

RALPH F. WESTON, A.B., A.M. (1926)*	President
HELEN B. ROSS, A.B., A.M., Ph.D. (1949)	Dean of Instruction Professor of Biological Science
PHILIP A. McMURRAY, A.B., Ed.M. (1947)	Dean of Men Associate Professor of English
JOSEPHINE A. BOLGER, B.S. in Ed., A.M. (1929)	Dean of Women Assistant Professor of Psychology
ROGER F. HOLMES, A.B., Ed.M. (1940)	Director of Graduate Study Professor and Head of Social Studies Department
JAMES J. HAMMOND, B.S. in Ed., Ed.M. (1937)	Director of Industrial Arts Professor of Education
WILLIAM R. TRACEY, B.S. in Ed., Ed.M., Ed.D. (1948)	Director of Training Associate Professor of Education
RACHEL S. BRUCE, B.S. in Ed., A.M., (1927)	Assistant Director of Training Assistant Professor of Education
SIGNE ANTILA, B.S. in Ed., Ed.M. (1946)	Instructor, Supervisor Junior High School Geography
BETTINA ASSELTA, B.S. in Ed., Ed.M. (1954)	Instructor, Supervisor of Grade 3
CHARLES C. BUTLER, A.B., A.M., Ed.D. (1952)	Assistant Professor of Mathematics
EDWIN R. CLARK, A.B., A.M., Ed.D. (1931)	Professor of Physical Science
MARION CLARK, A.B., A.M. (1949)	Assistant Professor of Physical Education
GEORGE F. CONDIKE, A.B. Ph.D. (1947)	Professor and Head of Science Department
FLORENCE D. CONLON, B.S. in Ed., Ed.M. (1919)	Professor and Head of Fine Arts Department
MICHAEL J. CONLON, A.B., A.M. (1937)	Associate Professor of Philosophy
RICHARD CREEDON, A.B., A.M., Ed.M. (1956)	Assistant Professor; Principal of Dillon Training School
MARY A. CROUCHER, B.S. in Ed., Ed.M. (1954)	Instructor, Supervisor of Grade 4
HARRY L. CROWLEY, B.S. in Ed., Ed.M., Ed.D. (1956)	Associate Professor of Psychology

* Date in parentheses indicates year joined faculty

MARION B. CUSHMAN, B.S. in Ed., Ed.M. (1951) Instructor, Supervisor
of Grade 6

VEVA K. DEAN, A.B. in Ed., A.M., Ph.D. (1954) Professor of Geography

EDWARD T. DONNELLY, B.S. in Ed., Ed.M. (1952) Assistant Professor of
Industrial Arts, Supervisor of Student Teaching

RUTH M. DONOVAN, B.S. in Ed., Ed.M. (1945) Instructor of Training
School Physical Education

ADELE M. DRISCOLL, B.S. in Ed., Ed.M., Ed.D. (1957) Professor of Education

EDWARD F. DRISCOLL, B.S. in Ed., Ed.M. (1956) Assistant Professor of
Industrial Arts (Electronics)

BARBARA DUFFY, B.S. in Ed. (1956) Instructor, Supervisor of Grade 2

ROBERT G. ELLIOT, B.P.E., A.M. (1941) Director of Athletics, Assistant
Professor of Physical Education Dept.

GERTRUDE L. FISKE, B.S. in Ed., A.M. (1931) Assistant Professor,
Supervisor of Home Economics

JOHN H. FITZGERALD, B.S. in Ed., Ed.M. (1952) Associate Professor of
Industrial Arts (Arts and Craft)

WILLIAM H. FITZGIBBON, B.S. in Ed., Ed.M. (1953) Instructor,
Supervisor of Science in the Junior High School

EDWARD B. FLYNN, JR., B.S. in Ed. (1956) Instructor, Supervisor of Grade 5

WILLIAM J. GOLDMAN, B.S. in Ed., Ed.M. (1955) Associate Professor of
Special Education

JOANNE GOSS, B.S. in Ed., Ed.M. (1954) Instructor, Supervisor of Grade 2

CLIFFORD W. HAGUE, A.B., Ed.M. (1933) Associate Professor of Industrial
Arts (Printing)

ARTHUR C. HARRINGTON, A.B., A.M. (1919) Associate Professor of
Social Studies

WALTER F. HARROD, B.S. in Ed., Ed.M. (1947) Assistant Professor of
Industrial Arts (Woodworking)

ELIZABETH M. HASKINS, B.S., A.M., M.S. (1947) Assistant Professor of
Mathematics

DANIEL L. HEALY, A.B., Mus.B., Ed.M. (1945) Associate Professor of
English

ECKHART A. JACOBSEN, B.S. in Ed., M.S. in Ed. (1946) Associate
Professor of Industrial Arts (Technical Drawing)

ELMA M. JOHNSON, Adj.A., Ed.M. (1919) Instructor, Supervisor of
Grade 5

RICHARD L. KENT, B.M.E., M.M. (1947) Associate Professor of Music

EVERETT E. KOEHLER, B.S. in Ed., A.M. (1946)	Associate Professor of Industrial Arts (Power Mechanics)
C. L. JOHN LEGERE, B.S. in Ed., Ed.M. (1956)	Instructor, Supervisor of Junior High School Mathematics
A. ORIN LEONARD, A.B., B.S., M.A., Ed.D. (1952)	Assistant Professor of Library Science, Librarian
MARY McDONALD LONG, B.S. in Ed., A.M., Ph.D. (1953)	Professor and Head of English Department
ANNE MAY, B.S. in Ed., Ed.M. (1956)	Instructor, Supervisor of Grade 3
MARGARET McDOWELL, B.S. in Ed., Ed.M. (1952)	Instructor, Supervisor of Grade 1
RICHARD B. MICHAEL, A.B., A.M., Ph.D. (1952)	Associate Professor of Social Studies
ELIZABETH O'CONNOR, B.S. in Ed. (1948)	Instructor and Supervisor of Grade 1
RAYMOND OKERMAN, B.S. in Ed., Ed.M. (1956)	Instructor, Supervisor of Junior High School Social Studies
IRENE PASSIOS, B.S. in Ed., Ed.M. (1954)	Instructor, Supervisor of Grade 4
ANNA F. PHILBIN, B.S. in Ed., Ed.M. (1952)	Assistant Professor Supervisor of Junior High School English
ARTHUR E. PURINTON, B.S. (1926)	Assistant Professor of Industrial Arts (General Metal)
ELIZABETH QUATTLANDER, B.S. in Ed., Ed.M. (1935)	Instructor, Supervisor of Grade 3
WILLIAM H. RINEHART, B.S. in Ed., Ed.M. (1936)	Instructor of Penmanship
THOMAS H. SHEA, B.S., M.A., CAGS. (1955)	Assistant Professor, Principal of Edgerly Training School (on leave)
LOUIS P. SHEPHERD, B.S. in Ed., A.M. (1952)	Assistant Professor of English
LILLIAN TATER, B.S. in Ed., Ed.M. (1943)	Assistant Professor of English
JOSEPH E. UNDERWOOD, A.B., B.S. in Ed., Ed.M. (1936)	Assistant Professor Principal of Junior High Training School
CATHERINE C. WESTON, B.S. in Ed., Ed.M. (1945)	Instructor, Supervisor of Grade I

BURBANK HOSPITAL SCHOOL OF NURSING

GRACE GUMMO, R.N.	Principal, School of Nursing Director, the Nursing Service
ARLINE WEBSTER, R.N., M.A.	Director of Nursing Education Assistant Principal of School of Nursing
ELEANOR CAIRNS	Librarian, Nurses' Reference Library

LILLIAN BANNON, R.N., M. in Ed.	Director of Clinical Studies and Practice
KATHERINE O'CONNOR, R.N., B.S. in Ed.	Assistant Director of Clinical Studies and Practice
MILDRED COURTMANCHE, R.N., B.S. in Ed.	Instructor of Sciences
ODILIA FERNANDES, R.N., B.S. in Ed.	Instructor of Nursing Fundamentals
NANCY MATHESON, R.N., B.S. in Ed.	Assistant Instructor Nursing Fundamentals
EZAURA TAVARES, R.N., B.S. in Ed.	Asst. Instructor Nursing Fundamentals
CATHERINE MAROTTA, R.N., B.S. in Ed.	Public Health Coordinator Supervisor Out-Patient Dept.
SYLVIA SCALZULLI, R.N., B.S. in N. Ed.	Clinical Nursing Supervisor
PHYLLIS BOBIN, R.N., B.S. in Ed.	Clinical Nursing Supervisor
MARION HUGO, R.N., B.S. in Ed.	Clinical Nursing Supervisor
MAUREEN QUINN, R.N., B.S. in Ed.	Clinical Nursing Supervisor
GLADYS WILSON, R.N.	Clinical Nursing Supervisor
BETTY DUDLEY, R.N., B.S. in Ed.	Clinical Nursing Supervisor
JANE PRESUTTI, R.N., B.S. in Ed.	Clinical Nursing Supervisor
CLAIRE SHEEHAN, R.N., B.S.	Clinical Nursing Supervisor
MILDRED FRANCIS, R.N., B.S. in Ed.	Instructor of Sciences
ELAINE MOCARSKI, R.N., B.S. in Ed.	Instructor of Sciences
ELLEN DAVIS, B.S., A.D.A.	Therapeutic Teaching Dietitian

STAFF MEMBERS

CLAIRE LAVOIE	Principal Clerk
PRISCILLA ARNOLD	Senior Clerk, Stenographer
ROBERT LAVENGIE	Senior Bookkeeper
NELL NEWELL	Junior Clerk, Stenographer
JEANNETTE GAUDET	Junior Clerk
MARIE BROWN	Junior Clerk
HERBERT W. CLEMENTS	Superintendent of Bldgs. and Grounds
GEORGE P. KEAVENY, M.D.	College Physician
MARGARET CLANCY, R.N.	College Nurse
ELLEN MATSON	Dietitian
RUTH T. PHILLIPS	Supervising Housekeeper

The State Teachers College at Fitchburg

CAREERS IN EDUCATION

Personable young men and women of high moral integrity and sound physical health, who accept the call of teaching, enter upon a noble and useful profession. Into their care will be entrusted the children of America, whose destinies and self-realizations they will help mold and direct for purposeful citizenship within their community, state, and nation. They will serve the good of society and promote the physical, social, and moral welfare of their pupils.

There is a pressing demand for teacher candidates in the schools of the United States and especially in Massachusetts. The opportunities for qualified personnel within the ranks of education are many and great. The desire to teach and guide children and the ambition to grow professionally while in service are among the requirements of a successful teacher.

Classroom teaching is but one of the many positions obtainable in the educational world. Increasingly more responsible and influential positions available to successful teachers are those of the teaching specialists of the mentally handicapped; the reading consultants; the speech clinicians; and the demonstration teachers in teachers colleges. The administrative positions of the elementary and secondary school principals, supervisors, and school superintendents can also be realized by those who desire this field.

The State Teachers College at Fitchburg provides courses of study to prepare teachers for: Elementary Education, Upper Grade-Junior High Education, Industrial Arts Education, Nursing Education, and Special Education for the Teacher of the Mentally Retarded. In the fulfillment of objectives of teacher education, the College also provides the personal and professional guidance essential for the proper and efficient development of these teachers.

PHYSICAL SETTING

The State Teachers College at Fitchburg, on the eastern fringe of the city, commands panoramic views of Mt. Wachusett to the south and Pearl Hill to the north.

Of the seven buildings on the campus, there are two dormitories, centrally located, which provide attractive living accommodations for men and women students. Two campus training schools have been established as laboratory schools for children in grades one through nine. The Teachers College Junior High School is the only training school of its type in this state.

The college is ideally located for the education of future teachers in that it is able to use the resources of a large, progressive community. Opportunities are available to students to share with the people of the community in religious, social, and cultural activities.

COLLEGE BUILDINGS

Thompson Hall houses the Administration and faculty offices, fourteen classrooms, two science laboratories, the gymnasium, and the library. THE LIBRARY.

Extending through the middle of the second floor of the Administration Building, the library is arranged on the alcove plan to provide individual study tables. One section of the library is equipped to provide a homelike, informal atmosphere for recreational reading of newspapers, current periodicals, and new books. The library regulations, planned to secure the intelligent and democratic use of all its materials, are under the jurisdiction of the ten-member Library Committee. The librarian and a corps of assistants, college students trained in the knowledges and skills of library service, provide instruction in the effective use of library facilities and arrange library materials and exhibits deemed necessary and helpful in class work by faculty members.

Adequate files of illustrative materials supplement the books in the fields of Education, Social Studies, and Industrial Arts to meet the needs of the different teacher-training curricula. Bulletins of the Office of Education, reports of the Massachusetts State Department of Education, publications of the National Education Association and American Council on Education, and other pamphlets are received and filed for library use. Other special features are selection of children's books for the use of students in training, and a collection of Industrial Arts books chosen with the active cooperation of a committee from EPSILON PI TAU chapter of the college.

In conjunction with the library facilities of the college, The Fitchburg Public Library, located less than a mile from the campus, has an excellent general library, and its staff is always most helpful in providing additional library resources. The recently completed Youth Library is an ultra-modern, well equipped storehouse of treasure for school age children. Field trips are scheduled frequently for the pupils of Teachers College training schools in a joint effort by the library staff and student teachers to present to their pupils the values and opportunities contained in a special library for youth.

MILLER HALL DORMITORY

This building provides room accommodations for sixty-eight women. Supervised by a house mother, it also contains the quarters of the nurse, who is in attendance. Social rooms are provided for the entertainment of friends and relatives.

Women students who do not make applications early enough to obtain

dormitory accommodations and who live off campus must board in the dormitory. (The exception to this rule includes those who commute from home or who live with relatives.)

PALMER HALL DORMITORY

This building provides room accommodations for seventy-five men. Supervised by the faculty sponsor, it also provides living quarters for the matron and dietitian. The dining hall, with a capacity of 175, and the kitchen are located on the ground floor of Palmer Hall. The men's lobby contains facilities for various recreational activities.

Student housing is provided on campus. Some students may live off campus in approved homes or with their families.

Palmer Hall will be used to house women students when the new dormitory, costing \$1,282,000, has been completed for men.

INDUSTRIAL ARTS BUILDING

This building, erected in 1936 on the northeast side of the inner campus, provides first-class shop equipment for the Industrial Arts Course. The building is factory type with overhead lighting and metal construction. The shops in this building are as follows: woodworking, printing, drawing, sheet metal and machine shop, general shop, electrical and power mechanics shop, and arts and crafts.

TRAINING SCHOOLS FOR STUDENT TEACHING

OBSERVATION AND DEMONSTRATION

A very important phase of a teacher's professional education is the training and practice in actual school situations. To provide this opportunity, the college maintains two elementary schools and a junior high school with a total enrollment of approximately six-hundred pupils.

EDGERLY TRAINING SCHOOL

This campus training school, with twelve classrooms, accommodates children in grades one through six.

JUNIOR HIGH TRAINING SCHOOL

This campus training school provides educational facilities for approximately two hundred pupils in grades seven through nine. This building contains seven classrooms, a household-arts suite for cooking and sewing, and four shops for the junior high school boys. The Herlihy Auditorium, which seats six hundred, is located in the junior high training school. Student assemblies, presentations of the College dramatic and musical organizations, illustrated lectures, and educational motion pictures are conducted in the auditorium.

THE DILLON TRAINING SCHOOL

In addition to the facilities listed above, the college has the use and direction of the D.M. Dillon School, a city school building. This elementary training school, located on Day Street about a quarter of a mile from the campus, houses one hundred fifty children in grades one through six.

THE ATHLETIC FIELD

The Athletic Field, on the north border of the campus, has a playing area of approximately seven acres. Near this field we have a new gymnasium, costing approximately \$500,000, now under construction. This building should be ready for use in September of 1957. It will contain a gymnasium with a maximum basketball court and a seating capacity of 500 students, a classroom, a small gymnasium, physical director's offices, health room, lockers, and showers.

ATHLETIC PROGRAM

Fitchburg State Teachers College students compete interscholastically in soccer, basketball, baseball, track, and tennis with fellow members of the New England Teachers College Athletic Conference as well as with other colleges. A varsity "F" is awarded to the team members who meet the standards of competition established for these contests.

The College's intramural athletic program includes competition in soccer, touch football, basketball, and softball on a class or campus club basis. An award is presented to the team that becomes a champion in any of these sports. This program provides opportunity for a greater number of men than can participate in varsity athletics.

The Women's Athletic Association provides major interscholastic and intramural sports in field hockey, volleyball, basketball, and softball. Other sports are archery, tennis, badminton, and bowling.

STUDENTS' ORGANIZATIONS AND ACTIVITIES

The Student Government Association controls student affairs. It operates through a council composed of two representatives from each class and four upper-class officers elected at large, with the advice of three faculty sponsors. It plans the social calendar, fixes and operates the activities' budget, plans assemblies, and charters clubs.

All classes, clubs, and organizations operate on the general principle that each shall contribute something of worth to the college, as well as minister to its own special interests and needs.

Each of the four classes chooses two faculty sponsors, who act in an advisory capacity in supervising its business and social activities. The class operates within the budget apportioned to it by the Student Government

Association and sponsors one of the major parties of the year; e. g., the Sophomores stage the Halloween Party, and the Freshmen, the Winter Carnival Ball. Each of the four classes participates in the Annual Class Day exercises. Among the student clubs subsidized by the Student Government Association are the Dramatic Club, the Glee Club and the Outing Club. Each club presents a student assembly in addition to its own special activities.

Both the student paper, the *Kampus Vue*, and the *Saxifrage*, the College yearbook, have student staffs and faculty sponsors. The Student Government Association budget maintains these publications.

Religious interests are served by the Newman Club, the Student Christian Association, and the Judaic Club, each of which, under guidance of faculty sponsors, holds regular meetings with both home and outside speakers, carries on club activities, and furnishes a valuable link with the city.

The men in Palmer Hall and the women in Miller Hall, respectively, have Boards, which cooperate in directing and sponsoring social activities. The students in each dormitory govern themselves under the direction of resident sponsors.

The commuting men's and women's Boards control all activities relating to the comfort and welfare of the men and women who do not reside on the campus. Each has a recreation room and lunch room.

EPSILON PI TAU, the Industrial Arts Honor Society, has a chapter at Fitchburg.

REQUIREMENTS FOR ADMISSION

I. Submission of "Application for Admission" and "High School Record."

Every candidate for admission to a State Teachers College or the Massachusetts School of Art is required to submit to the College of his choice:

1. A completed form entitled "APPLICATION FOR ADMISSION TO A STATE TEACHERS COLLEGE."
2. Through the high school principal, his high school record on a form entitled "HIGH SCHOOL RECORD" which includes "RATINGS OF PERSONAL CHARACTERISTICS."

These forms may be obtained from the high school or college and should be filed early in the senior year, particularly in the cases of certified or upper quarter students.

II. Time of Admission.

1. Certified applicants, IV. A. Plan I, and upper quarter applicants, IV. B. Plan II, on the following pages, may file an application and may be admitted provisionally on or after October 1, of the senior year. Final acceptance is contingent on the maintenance of high school record for the first

two marking periods or the first half of the senior year which meets the requirements of Plan I or Plan II.

Plan I and Plan II candidates whose applications are received on or after the date of the administration of any examination may be admitted immediately if there is no waiting list (see VI). If there is a waiting list, the procedure outlined in VI applies.

2. Applicants not certified nor in the upper quarter may submit applications on or after October 1 of the senior year, but must await the results of examinations before being accepted for admission. It is to the advantage of these candidates to submit their applications in advance of the first examination, but applications will be accepted for the succeeding examinations.

III. General Qualifications.

Every candidate for admission as a regular student must meet the following requirements:

1. Health.

The candidate must be in good physical condition and free from any disease, infirmity, or other defect which would render him unfit for public school teaching. A statement from the family physician and examination by the college physician are required evidences in this regard.

2. High School Graduation.

The candidate must be a graduate of a standard four-year high school or have equivalent preparation.

3. Completion of Fifteen Units of High School Work.

The "HIGH SCHOOL RECORD" must show the completion of fifteen units accepted by the high school in fulfillment of graduation requirements or the candidate must present evidence of equivalent preparation.

"A unit represents a year's study in any subject of a secondary school so planned as to constitute approximately one-fourth of a full year of work for a pupil of normal ability. To count as a unit, the recitation periods shall aggregate approximately 120 sixty-minute hours. Time occupied by shop or laboratory work counts one-half as much as time in recitation."

4. Personal Characteristics.

The "RATING OF PERSONAL CHARACTERISTICS" and the moral character of the candidate must, in the judgment of the President of the Teachers College, warrant the admission of the candidate.

IV. Methods of Admission.

A. Plan I. Admission by Certificate.

The privilege of certification is extended to public and private schools and academies in the Commonwealth of Massachusetts. The Teachers Col-

leges will accept the certificating grade regularly established by the individual school for college entrance. Units of certification will be determined on the same basis as units of credit, subject to the restrictions of this bulletin.

The Department of Education reserves the right to withdraw the privilege of certification from any institution when its students fail to measure up to the standards required by the Department. The responsibility of the high school will continue through the freshman year in the Teachers Colleges.

Admission by certificate is granted to candidates who present work of certificating grade in 12 units as follows: Seven from the prescribed list below and five others from the list given under 2 below. The number of units offered for certification is subject to the restriction of 2 below. The additional three units of the 15 required units may consist of any work which the high school accepts in partial fulfillment of its graduation requirements. Personal interviews are required.

1. Prescribed (7 Units).

English	3 units
American History and Civics	1 unit
Algebra	1 unit
Geometry	1 unit
Science	1 unit

2. Distribution of Units for Certified Applicants.

The units must be so distributed that the number offered in any field, including the prescribed units, shall not be more than the following: English, 3 units; Social Studies, 4 units; Science, 3 units; Foreign Language, 5 units (no credit accepted for less than 2 units of any one language); Mathematics, 3 units; Business Subjects, 2 units*; Fine and Industrial Arts, 2 units*; Home Economics, 2 units*; and Physical Education, 1 unit.**

In the case of subjects which continue for two years, the grade for the last year must be a certificating grade in order that both units may be accepted for certification. If the subjects continue for three or four years, the grade for one other year, as well as the grade for the last year, must be a certificating grade in order that 3 or 4 units may be accepted for certification.

In the case of English, only 3 units will be accepted among the required 12 units. A fourth unit of English may be accepted as one of 3 additional units.

B. Plan II. Admission by Upper Quarter Standing.

Students in the upper quarter of the high school or college preparatory class are eligible for admission without examination, provided that they have completed fifteen units and have received passing grades in the seven units listed as "Prescribed." Personal interviews are required.

Important Events Academic and Social.



College Sports



C. Plan III. Admission by Examination.

Students who are not eligible for admission by certificate or by reason of upper quarter standing, as described in the foregoing, but who possess a high school diploma or its equivalent, and are interested in teaching, may be admitted to the Teachers Colleges on the successful completion of aptitude tests prescribed by the Department of Education. Personal interviews are required. If the result of the personal interview is favorable, the standing of the applicant will be determined by the scholastic and personality records and examination scores.

V. Waiting Lists.

If the number of applicants qualified for admission, following the administration of any of the entrance examinations, exceeds the number that the facilities of the College will accommodate, the scholastic records and the rating of personal characteristics of all applicants, excepting those who have already been provisionally or finally admitted, (See II), will be evaluated in accordance with the method stated below:

- (a) Scholarship will be allowed a maximum of 75 points for 15 units of work.
- (b) Personality will be allowed a maximum of 25 points.

As a basis for computing the total score from the scholastic record, as submitted by the high school principal, a mark of "A" will be allowed 5 points; "B" 4 points; "C" 3 points; "D" 2 points.

As a basis for computing the personality record, which includes ten characteristics exclusive of health, a mark of "Excellent" will be allowed 2½ points; "Good" 2 points; "Fair" 1½ points; "Poor" 1 point.

Certified candidates and upper-quarter candidates will be admitted first and in that order, as determined by their total scholastic and personality rating scores.

Candidates for admission by examination will then be admitted in order of their standing as determined by their total scholastic and personality rating and examination scores.

Waiting lists will remain in force until after the succeeding examination when new waiting lists will be established. Vacancies occurring between examinations will be filled from the established list.

VI. Place and Time of Examinations.

Regular examinations are given in any of the State Teachers Colleges as scheduled below. Candidates are reminded, however, that in a number of the Teachers Colleges the full complement of students may be admitted as a result of the January examinations and that the number admitted later may be limited to replacements for withdrawals. Students who wish to take examinations at a Teachers College other than the one for which they are applying should notify in advance the president of the college to which they are applying.

SCHEDULE OF APTITUDE TESTS FOR 1957

(All day—beginning at nine o'clock)

Scholastic Aptitude Tests.

(to be given at all the State Teachers Colleges)

January 25, March 22, June 4, and September 5, 1957

VII. Admission as Advanced Students.

Students who have attended or are graduates of normal schools or colleges may be admitted as regular or advanced students, under conditions approved by the Department.

COLLEGE YEAR BEGINS

September 16, 1957

September 15, 1958

LENGTH OF COURSES AND DEGREES

All undergraduate curricula offered are four years in length and lead to the Bachelor's degree. The degree of Bachelor of Science in Education is awarded for the four-year program in all of the State Teachers Colleges and for the teacher education program at the Massachusetts School of Art.

The degree of Master of Education is awarded at the State Teachers Colleges at Boston, Bridgewater (including the Hyannis Summer Session), Fitchburg, North Adams, Salem, and Worcester. The State Teachers College at Boston offers full-time and part-time graduate programs; the others offer part-time programs. Graduate courses in partial fulfillment of the requirements for this degree may be offered from time to time in the other State Teachers Colleges and the Massachusetts School of Art.

PROGRAMS AND WHERE OFFERED

1. **Elementary Grades** — Boston*, Bridgewater, Fitchburg, Framingham, Lowell, North Adams, Salem, Westfield, and Worcester.
2. **Kindergarten-Primary Grades** — Boston, Bridgewater, and Worcester.
3. **Junior High School** — Boston**, Bridgewater, Fitchburg, North Adams, Salem, and Worcester.
4. **Senior High School** — Bridgewater and Worcester. **Bridgewater Majors:** English, English-Library, General Science, Mathematics-Science, Social Studies, and Geography. **Worcester Majors:** English, French, Social Studies, and Mathematics-Science.
5. **Home Economics** — Framingham.
6. **Vocational Home Economics** — Framingham. Prepares teachers of home-making for vocational and continuation schools, and vocational departments in high schools.

* Also in full-time graduate programs.

** Graduate program only.

7. **Art Education**—Massachusetts School of Art. The degree of Bachelor of Science in Education is granted upon successful completion of the course in Art Education which prepares teachers and supervisors of art for the public schools. The degree of Bachelor of Fine Arts is granted upon successful completion of the following courses: Advertising and Product Design; Ceramic Design; Fashion Design and Illustration; and Painting and Illustration.
Application forms may be secured from the Massachusetts School of Art.
8. **Business Education**—Salem. Prepares teachers and supervisors of business education subjects in junior and senior high schools.
9. **Industrial Arts**—Boston*** and Fitchburg. Prepares teachers of shop work and Mechanical Drawing in junior and senior high schools.
10. **Music**—Lowell. Prepares teachers and supervisors of music.
11. **Nursing Education**—Fitchburg.
12. **Special Classes**—Fitchburg. Prepares teachers of mentally retarded children.
13. **Health and Physical Education**—Bridgewater. Prepares women teachers and supervisors for elementary, junior, and senior high schools.
14. **Graduate Work**—The degree of Master of Education is awarded at the State Teachers Colleges at Boston, Bridgewater, (including Hyannis Summer Session,) Fitchburg, North Adams, Salem, and Worcester. (See preceding page)

REQUIREMENTS FOR PROMOTION AND GRADUATION

1. A system of quality points is in force in all of the State Teachers Colleges and the Massachusetts School of Art. Under this system, grades will be given the following values: A - 4 to 5, B - 3 to 3.9, C - 2 to 2.9, D - 1 to 1.9, E - 0.

2. The number of quality points which a student receives in a course is determined by multiplying the total number of semester hours in the course by the corresponding number of quality points, e.g., a six-semester-hour course with a rating of "4" has a value of 24 quality points. The average is computed by dividing the total number of quality points by the total number of semester hours.

3. The average of the grades required for promotion or graduation is two. Students with an average of less than two must withdraw from the college unless permission to repeat the year is given by the Director of the Teachers Colleges on the recommendation of the President for such reasons as illness, home difficulties, etc.

*** Boston Residents Only.

4. Incomplete grades must be made up within eight weeks after the opening of the following semester. (No course may be marked "incomplete" unless 80 per cent of the work has been done at the time of discontinuance.)

5. The determination of quality points is made at the end of each college year and, excepting when the year is repeated, the number of points is not affected by grades in courses subsequently taken and passed.

6. "E" grades can never be removed, but the subjects in which they have been received must be repeated and passed, or, in the case of electives, other approved courses must be taken and passed either in approved summer sessions, or, when possible, during the regular college year. Continuing subjects in which "E" grades have been received, must be successfully repeated before the student may take advanced work.

7. The grade for a repeated or alternate course will be recorded in the college records as follows: "Repeated or alternate course.....

(Name)

passed at with a grade of"

(College)

EXPENSES

The following summary indicates as nearly as possible the regular expenses for which each student must plan in an annual budget:

I. Fees for Residents of Massachusetts.

1. \$100.00 a year payable in two installments at the beginning of each semester
2. \$3.50 a semester hour - Courses for part-time day students
3. \$10.00 a semester hour - Extension and Summer courses

II. Fees for Non-Residents of Massachusetts.

1. \$400.00 a year payable in two installments at the beginning of each semester
2. \$15.00 a semester hour - Extension and Summer courses

III. Registration Fee.

Each applicant for admission to a Massachusetts State Teachers College or the Massachusetts School of Art must pay a registration fee of \$10.00 following notification of acceptance of admission. This fee will be deducted from the tuition of students who attend and will be forfeited

by those who do not attend. Refunds for students leaving the college within six weeks after the beginning of the semester will be based on the regularly-established schedule of refunds, minus the registration fee. This regulation became effective for students entering on or after September 1, 1955.

IV. Textbooks and Supplies.

Students are expected to purchase all necessary textbooks and supplies, at an approximate expense of \$50.00 a year; \$135.00 at the Massachusetts School of Art.

Entering freshmen must obtain the gym uniform required by the Physical Education Department. There is also a student activity fee which is determined by the Student Government Association.

V. Board and Room in the Dormitory Colleges

Rates for board and room are established by the State Department of Education. The present annual rate is \$480.00, payable as follows:

Opening of school, September—	\$120.00
December 1	—\$120.00
February 1	—\$120.00
April 1	—\$120.00

All payments must be made in advance, without the presentation of bills.

COLLEGE CATALOGUES

Copies of the college catalogue and more detailed information regarding any particular college may be had from the President of the institution.

These regulations and charges are subject to change by the Board of Education .

The College Curricula

The following curricula are offered at the Fitchburg State Teachers College.

Elementary School Curriculum:

The Elementary School Curriculum is designed to prepare teachers for grades 1 through 6 of the elementary school. Academic courses, both prescribed and elective, provide the student with the basic content for teaching the curricular school subjects; and the professional courses develop an understanding of the characteristics of the young child, the content and organization of the modern elementary school program, with emphasis on unit procedures, and the specialized skills of the teacher of grades 1 through 6.

Final entrance into the Elementary Curriculum will depend upon a high standard in general scholarship during the first two years and upon the possession by the student of the traits of personality necessary for success in teaching little children.

Upper Grade—Junior High School Curriculum:

The Upper Grade—Junior High School Curriculum is designed to prepare teachers for grades 5 through 8 of the elementary school and grades 7 through 9 of the junior high school. Academic courses, both prescribed and elective, provide the student with the basic content for teaching the curricular school subjects; and professional courses develop an understanding of the learner, the content organization of the modern school program, and the specialized skills of the teacher of grades 5 through 9. Specialization in one or more of the following subject-teaching areas is required: English, science, mathematics, social studies, and history.

The candidate for admission to the State Teachers College at Fitchburg, in preparation for teaching in either of these two fields, makes a tentative choice between the Elementary Curriculum and the Upper Grade—Junior High School Curriculum. This tentative choice is made on the candidate's application blank. Such a choice is, of course, based on less than the detailed knowledge of needs and interest which the student will acquire in the first two years at this college. Therefore, it may seem desirable to the student or to the college authorities to revise this tentative choice of course at the end of the second year.

Final entrance into the Upper Grade—Junior High School Curriculum will require that a high standard of scholarship shall have been attained during the first two years in the subjects in which the student wishes to become a specialist teacher in the Junior High School. Permission finally to enter the Upper Grade—Junior High School Curriculum will also depend upon the possession by the student of those traits of personality best suited to upper grade pupils.

Since this college is maintained to meet the needs for teachers in the Commonwealth of Massachusetts, it seeks to maintain a reasonable relationship between the numbers which it trains for the several fields of teaching and the demand for teachers in those fields. Therefore, the college maintains quotas which limit the numbers who may be trained for Upper Grades—Junior High School teaching and for Elementary teaching. These quotas are flexible and change from year to year in accordance with demand. It is not possible to inform candidates for entrance as to what the quota limits will be at the end of their second college year.

Industrial Arts Curriculum:

The Industrial Arts Curriculum prepares teachers for both junior and senior high schools. It is a balanced program of liberal arts, technical arts, and teacher education. A typical student's day includes both shop and academic classes. As is true of other teacher-preparation courses, there is a semester of supervised teaching, which is experienced in campus training schools and neighboring public schools.

The shops offer a great variety of technical experiences in woods, metals, printing, drawing, electronics, engines, vehicles, ceramics, leather, lapidary, finishing, and others. Industrial Arts students are required to take courses in all shops.

Nursing Curriculum:

The Fitchburg State Teachers College, in affiliation with the Burbank Hospital School of Nursing, offers a combined college-nursing program of four years and three months. This co-ordinated curriculum offers an opportunity to integrate a liberal arts education with a professional education in nursing. At the completion of the program, the student receives the Bachelor of Science degree in Education from the College and the Professional Diploma in Nursing from the School of Nursing.

Applicants to the program are admitted jointly by the College and the School of Nursing. All applicants are required to take the National League for Nursing examination, a pre-nursing and guidance test battery, prior to admission by the School of Nursing.

During the first year and a half and the spring semester of the fourth year, students carry a full program of college courses at the Teachers College. During the remainder of the program, the student receives courses and planned clinical practice in nursing, which includes affiliations in special nursing areas. Failure to pass the nursing program of the hospital automatically requires withdrawal from the nursing course at the College.

Throughout the entire program, with the exception of those periods during which she is away on affiliations, the student lives in the Nurses' Home on Hospital Hill.

While in attendance at State Teachers College, the students are charged for board and room at the hospital.

Application for entrance should be made to the principal of the School of Nursing, Burbank Hospital, Fitchburg, Massachusetts. For further information regarding this program, reference should be made to the Burbank Hospital School of Nursing Bulletin which is available upon request.

Special Education for the Teaching of the Mentally Retarded:

This curriculum leading to a Bachelor of Science in Education degree prepares students for the teaching of the mentally retarded child. The program consists of both liberal arts and teacher education courses.

Methods best suited for teaching the normal as well as the retarded child are considered. The available facilities of the college's Industrial Arts department permit emphasis on the various types of handwork so valuable in the education of the retarded child. Practice teaching and directed observation will be completed in classes for the mentally retarded in local communities.

Candidates completing this curriculum will fulfill the requirements of state certification for teachers in this field.

Additional Educational Opportunities At Fitchburg

THE GRADUATE DEPARTMENT

The State Teachers College at Fitchburg offers a course of study leading to the degree of Master of Education (Ed.M.) to graduates of teachers colleges and to graduates of liberal arts colleges who wish to qualify for teaching in the public schools.

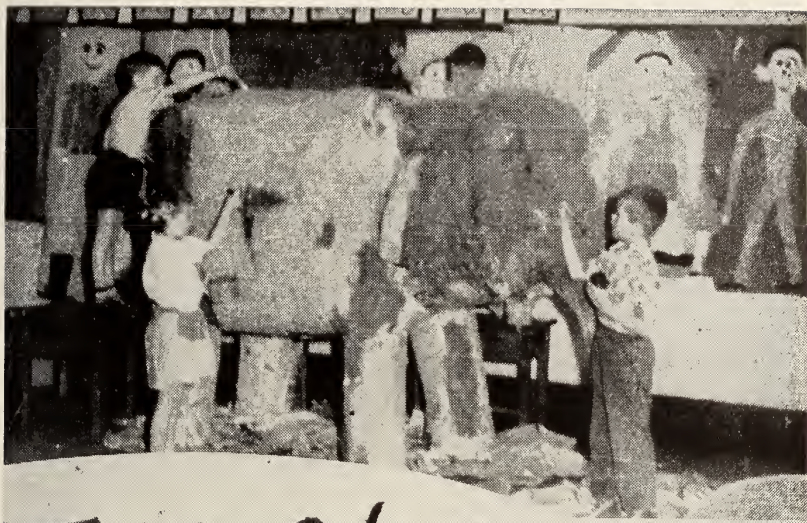
The graduate program is based on those values which are of general worth in education to all teachers. It requires adequate study experience in the broad fields of:

Educational Psychology
Educational Philosophy
Curriculum
Guidance
Administration or
Supervision
Research

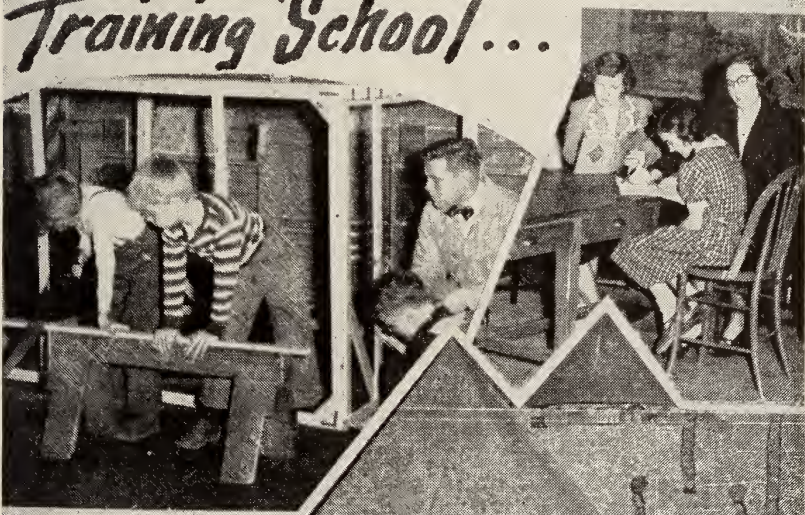
In addition to the above required areas, the graduate student may cultivate a special interest through a limited number of elective courses in the major fields of knowledge.

THE VOCATIONAL EDUCATION PROGRAM

A cooperative program leading to the degree of Bachelor of Science in Vocational Education is conducted by the college and the State Division of Vocational Education.



Training School...





IN-SERVICE TRAINING OF TEACHERS

Courses are offered on campus for teachers in service who are graduates of normal schools, but who wish to qualify for the degree of Bachelor of Science in Education granted by the Fitchburg State Teachers College. Courses are also arranged on a workshop basis for teachers who wish to improve their teaching even if they are not concerned with a degree. These courses are planned in cooperation with local school systems.

SUMMER SCHOOL

Both graduate and undergraduate courses are offered in the summer session.

Information concerning these additional programs is made available in separate buletins and announcements.

OBJECTIVES OF THE COLLEGE CURRICULA

This college views, as its curricula, all those organized and evaluated experiences desirable or essential to the educated person and to the prospective teacher or nurse. Those experiences include the organized study and practice experiences of college classes and practice teaching, the experiences in out-of-class organized activities, clubs, forums, debates, athletics, student government, and the experiences of daily college living. All of these contribute to make the Fitchburg graduate whatever he or she may be.

On the pages which follow is shown the organization of the study and class experiences. The separate curricula share the same broad aims: (1) Constant growth in intelligent appreciation of the culture (2) Constant improving practice of democratic ethics and skills (3) Acquisition of the skills, habits, and understandings essential to successful beginning teaching or nursing.

Intelligent appreciation of the culture is acquired through constant practice of the several disciplines of the educated personality, in application to the events of the present culture and in the investigation of the foundations of that culture in the past. Such disciplines and such investigations are provided by areas of study and practice and are supported by planned activities out of class.

The practice of democratic ethics and skills is provided by the atmosphere and the principles of behavior which govern all of the organized situations and relationships of this college both in and out of class.

The essential skills, habits, and understandings of the successful teacher or nurse are acquired through the study experiences in professional areas and through continuing observation and practice under genuine typical conditions and under careful guidance.

Curriculum Outlines For Teacher Education

This college provides the above organized general and professional study and practice experience through the following courses and allocation of hours:

CURRICULUM FOR ELEMENTARY TEACHERS

FIRST YEAR

1st Semester		2nd Semester	
	S.H. C.H.		S.H. C.H.
Eng. 100 English Composition I	3 3	Eng. 101 Lit. of West. World I	3 3
S.S. 100 Hist. West. Civilization I	3 3	S.S. 101 Hist. West. Civilization II	3 3
Sci. 110 Physical Science I	3 3	Sci. 100 Biology I	3 4
Math. 100A General Math. I or	3 3	Math. 101A General Math. II or	3 3
Math. 100B Survey of Math. I		Math. 101B Survey of Math. II	
H. and P.E. 100 and 102	1 2	S.S. 110 Principles of Geog.	3 3
Mus. 101 Music I	2 4	H. and P.E. 101 and 104	1 2
Eng. 104 Speech I	1 1	Eng. 105 Speech II	1 1
Ed. 100 Orientation	0 2	Ed. 101 Orientation	0 2
	— —		— —
	16 21		17 21

SECOND YEAR

1st Semester		2nd Semester	
	S.H. C.H.		S.H. C.H.
Eng. 102 Lit. of West. World II	3 3	Eng. 103 English Composition II	3 3
Psych. 101 General Psychology	4 4	Psych. 201 Educational Psych.	4 4
Sci. 102 Biology II	3 4	Art 100 Art Appreciation	3 5
Ed. 102 Foundations of Education	2 3	Ed. 103 Foundations of Education	2 3
Mus. 102 Music II	1 2	H. and P.E. 105 and 108	1 2
H. and P.E. 103 and 106	1 2	Elective	3 3
Elective	3 3		— —
	— —		— —
	17 21		16 20

THIRD YEAR

1st Semester		2nd Semester	
	S.H. C.H.		S.H. C.H.
Ed. 200 Prin. and Practices of Elem. Education	9 12	Ed. 210 Student Teaching	12 25
Art 200 Art in Elem. Ed.	2 4		
Mus. 200 Music in Elem. Ed.	2 4		
I.A. 203 The Construction Arts in Elem. Ed.	2 4		
	— —		
	15 24		

FOURTH YEAR

1st Semester		2nd Semester	
	S.H. C.H.		S.H. C.H.
Phil. 203 Introduction to Philosophy	3 3	Phil. 204 Educational Phil.	3 3
S.S. 120 Economics I	3 3	S.S. 222 Social Institutions	3 3
Elective	3 3	S.S. 230 Comparative Govern.	3 3
S.S. 210 Regional Geography	3 3	Ed. 220 Reading II	2 2
S.S. 105 U. S. Hist. and Constitution	3 3	Elective	3 3
H. and P.E. 202 First Aid	1 2	Ed. 230 Seminar in Elem. Ed.	2 2
	— —		— —
	16 17		16 16

CURRICULUM FOR UPPER GRADE—J.H.S. TEACHERS

The first and second years of the Upper Grade—JHS curriculum are identical with the first two years of the Elementary curriculum.

1st Semester		THIRD YEAR		2nd Semester	
	S.H.	C.H.		S.H.	C.H.
Ed. 201 Prin. and Practices of Upper Grade - JHS. Ed.	4	5	Ed. 210 Student Teaching	12	25
Art 201 Art in the Upper Grade and JHS.	1	2			
Mus. 201 Music in the Upper Grades and JHS.	1	2			
Ed. 203 Methods in Areas of Subject Specialization (Choose two below)					
Mathematics in the U. G. & JHS					
Science in the U. G. & JHS					
History in the U. G. & JHS	2	2			
Geography in the U. G. & JHS					
English in the U. G. & JHS					
Special Field	3	3			
Special Field	3	3			
	—	—		—	—
	14	17		12	25

1st Semester		FOURTH YEAR		2nd Semester	
	S.H.	C.H.		S.H.	C.H.
Phil. 203 Introduction to Philosophy	3	3	Phil. 204 Educational Phil.	3	3
S.S. 120 Economics	3	3	S.S. 230 Comparative Gov.	3	3
S.S. 105 U. S. History & Constitution	3	3	Ed. 231 Seminar in Upper Grade JHS Education	2	2
Special Field	3	3	S.S. 222 Social Institutions	3	3
Special Field	3	3	Special Field	3	3
H. and P.E. 202 First Aid	1	2	Special Field	3	3
	—	—		—	—
	16	17		17	17

CURRICULUM FOR INDUSTRIAL ARTS

FIRST YEAR

1st Semester		2nd Semester	
	S.H. C.H.		S.H. C.H.
Eng. 100 English Composition I	3 3	Eng. 101 Lit. of West. World I	3 3
Math. 100A General Math. I or		Math 101A General Math. II or	
Math 100B Survey of Math. I	3 3	Math 101B Survey of Math. II	3 3
I.A. 112 Design	3 3	Mus. 103 Music Appreciation	1 2
I.A. 105 Shop	3 6	I.A. 115 Shop	3 6
I.A.120 Shop	3 6	I.A. 110 Shop	3 6
H. and P.E. 102	1 2	I.A. 122 Shop	3 6
Ed. 100 Orientation	0 2	H. and P.E. 104	1 2
		Ed. 101 Orientation	0 2
	— —		— —
	16 25		17 30

SECOND YEAR

1st Semester		2nd Semester	
	S.H. C.H.		S.H. C.H.
Eng. 102 Lit. of West World II	3 3	Eng. 103 English Composition II	3 3
Sci. 112 I.A. Physics	3 3	Sci. 113 I.A. Chemistry	3 3
Shop	3 6	Psych. 102 General Psychology	3 3
Shop	3 6	Shop	3 6
Shop	3 6	Shop	3 6
H. and P.E. 106	1 2	H. and P.E. 108	1 2
Eng. 104 Speech I	1 1	Eng. 105 Speech II	1 1
	— —		— —
	17 27		17 24

THIRD YEAR

1st Semester		2nd Semester	
	S.H. C.H.		S.H. C.H.
I.A. 201 Principles and Practices in I.A.	4 4	I.A. 200 Foundations of I.A. Curriculum	4 4
Shop	3 6	I.A. 225 Student Teaching	8 25
Shop	3 6		
Shop	3 6		
Ed. 201 Ed. Psychology	4 4		
	— —		— —
	17 26		12 29

FOURTH YEAR

1st Semester		2nd Semester	
	S.H. C.H.		S.H. C.H.
Phil. 203 Introduction to Philosophy	3 3	Phil. 204 Ed. Philosophy	3 3
Shop	3 6	Shop	3 6
Shop	3 6	S.S. 220 Industrial Society	3 3
S.S. 105 U. S. History and Constitution	3 3	Elective	3 3
S.S. 223 Social Institutions	3 3	H. and P.E. 202 First Aid	1 2
Elective	3 3	I.A. 231 Seminar in I.A.	2 4
	— —		— —
	18 24		15 21

CURRICULUM FOR SPECIAL EDUCATION

FIRST YEAR

1st Semester		2nd Semester	
	S.H. C.H.		S.H. C.H.
Eng. 100 English Composition I	3 3	Eng. 101 Lit. of West. World I	3 3
S.S. 100 Hist. West. Civilization I	3 3	S.S. 101 Hist. West. Civilization II	3 3
Sci. 110 Physical Science I	3 3	Sci. 101 Biology I	3 4
Math. 100A General Math. I or		Math. 101A General Math. II or	
Math. 100B Survey of Math. I	3 3	Math. 101B Survey of Math. II	3 3
Mus. 101 Music I	2 4	S.S. 110 Principles of Geography	3 3
H. and P.E. 100 and 102	1 2	H. and P.E. 101 and 104	1 2
Eng. 104 Speech I	1 1	Eng. 105 Speech II	1 1
Ed. 100 Orientation	0 2	Ed. 101 Orientation	0 2
	— —		— —
	16 21		17 21

SECOND YEAR

1st Semester		2nd Semester	
	S.H. C.H.		S.H. C.H.
Eng. 102 Lit. of West World II	3 3	Eng. 103 English Composition II	3 3
Psych. 101 General Psychology	4 4	Psych. 201 Ed. Psychology	4 4
Sci. 102 Biology II	3 4	Art 100 Art Appreciation	3 5
Ed. 102 Foundations of Ed.	2 3	Ed. 103 Foundations of Ed.	2 3
Mus. 102 Music II	1 2	H. and P.E. 105 and 108	1 2
H. and P.E. 103 and 106	1 2	Elective	3 3
Elective	3 3		— —
	— —		— —
	17 21		16 20

THIRD YEAR

1st Semester		2nd Semester	
	S.H. C.H.		S.H. C.H.
S.E. 22 Psychology of Subnormal and Unadjusted Children	4 4	S.E. 204 Methods of Teaching Mentally Retarded	5 5
S.E. 224 Industrial Arts I	3 6	Art 200 Art in the El. Grades	2 4
S.E. 220 Domestic Arts	3 6	Mus. 200 Music in the El. Grades	2 4
Ed. 200 Methods of Teaching in the El. Grades	7 8	S.E. 226 Industrial Arts II	3 6
	— —	Phil. 203 Intro. to Philosophy	3 3
	— —	S.E. 209 Ed. Measurement I	2 2
	17 24		— —
			17 24

FOURTH YEAR

1st Semester		2nd Semester	
	S.H. C.H.		S.H. C.H.
S.E. 230 Student Teaching	12 25	S.S. 105 U.S. Hist. and Const.	3 3
S.E. 240 Seminar in Spec. Ed.	2 2	Phil. 204 Philosophy of Education	3 3
		S.S. 120 Economics	3 3
		S.E. 210 Ed. Measurements II	2 2
		S.S. 223 Social Institutions	3 3
	— —		— —
	14 27		14 14

CURRICULUM FOR NURSING EDUCATION

FIRST YEAR

State Teachers College				State Teachers College			
1st Semester				2nd Semester			
		S.H.	C.H.			S.H.	C.H.
Eng. 100 English Composition I	3	3		Eng. 101 Lit. of West. World I	3	3	
Sci. 103 Biology	3	4		S.S. 101 Hist. West. Civilization II	3	3	
Math. 102 Mathematics	3	3		Sci. 114B Chemistry in Nursing	3	4	
Sci. 114A Chemistry in Nursing	3	4		S.S. 221 Sociology	3	3	
S.S. 100 Hist. West. Civilization I	3	3		Sci. 105 Anatomy and Physiology	3	4	
Eng. 104 Speech	1	1		Ed. 101 Orientation	0	2	
Ed. 101 Orientation	0	2		Ed. 105 Speech II	1	1	
H. and P.E. 100 Hygiene and Physical Ed.	1	2		H. and P.E. 101 Hygiene and Physical Ed.	1	2	
		<u>17</u>	<u>22</u>			<u>17</u>	<u>22</u>

SUMMER SCHOOL - BURBANK SCHOOL OF NURSING

8 Weeks - 8 S.H. - 22 C.H.

Microbiology, Nutrition I, Fundamentals of Nursing I

SECOND YEAR

State Teachers College				Burbank School of Nursing			
1st Semester				2nd Semester			
		S.H.	C.H.			S.H.	C.H.
Eng. 102 Lit. of West World II	3	3		Fundamentals of Nursing II			
Sci. 106 Anatomy and Physiology	3	4		Professional Adjustments I			
Sci. 116 Physics in Nursing	3	4		Medical and Surgical Nursing and Related Subjects			
Psych. 201 Educational Psychology	4	4					
Phil. 203 Philisophy	3	3					
Art or Music 101 Art or Music Appreciation	1	1					
H. and P.E. 103 Hygiene and Physical Ed.	1	2					
		<u>18</u>	<u>21</u>			<u>17</u>	<u>326</u>

SUMMER SCHOOL - BURBANK SCHOOL OF NURSING

8 Weeks - 7 S.H. - 32 C.H.

Medical and Surgical Nursing and Related subjects
Clinical Nursing

THIRD YEAR

Burbank School of Nursing			Burbank School of Nursing		
1st Semester			2nd Semester		
	S.H.	C.H.		S.H.	C.H.
Operating Room Nursing			Pediatric Nursing		
Obstetrical Nursing			Rehabilitation Nursing		
Medical and Surgical Specialties			Clinical Nursing		
Introduction to Public Health					
Clinical Nursing					
	—	—		—	—
	9	40		8	40

FOURTH YEAR

Burbank School of Nursing			State Teachers College		
1st Semester			2nd Semester		
	S.H.	C.H.		S.H.	C.H.
Public Health Nursing			Eng. 103 English Composition II	3	3
Psychiatric Nursing			S.S. 105 United States History		
Clinical Nursing			and Constitution	3	3
			S.S. 224 Advanced Sociology	3	3
			Phil. 204 Philosophy of Ed.	3	3
			Ed. 202 Principles of Teaching	3	3
			Ed. 221 Seminar in Nursing	2	4
			H. and P.E. 202 First Aid	1	2
	—	—		—	—
	8	40		18	21

SUMMER SCHOOL - BURBANK SCHOOL OF NURSING

8 Weeks - 2 S.H. - 40 C.H.

Introduction to Ward Management
 Professional Adjustments II
 Out - Patient Nursing
 Clinical Nursing

FIFTH YEAR

BURBANK SCHOOL OF NURSING

13 Weeks - 7 S.H. - 40 C.H.

Medical and Surgical Clinical Nursing
 Student Teaching

* Instruction and Clinical Experience obtained at an Affiliated Agency

For a complete listing of the Nursing Course, write to Burbank Hospital School of Nursing, Fitchburg, Massachusetts.

Course Descriptions

ART

Art 100. Art Appreciation

3 semester hours, 5 clock hours

The study of art structure and expression in various art materials gives the student a basis for an appreciative survey of architecture, painting, sculpture, and the minor arts. The student gains beginning proficiency in the specialized art skills of the teacher.

Art 101. Art Appreciation (Nurses)

1 semester hour, 2 clock hours

Creative experiences in color and design make the selective survey of World Art in this course more meaningful. Understanding, enjoyment, and expression in art are treated as resources in self-realization.

Art 200. Art in Elementary Education

2 semester hours, 4 clock hours

In this course understanding of art in elementary education is developed. Observation and discussion of the philosophy and practice of art education and a wide variety of creative experiences prepare the students to teach art in the integrated elementary program.

Art 201. Art in The Upper Grades

1 semester hour, 2 clock hours

This course enables students to teach art effectively in grade five through nine. Understanding of present day art education is developed through observation of children's work, discussion of art education, philosophy, procedures, and creative expression with many art materials.

Art 202. History of Art (Elective)

3 semester hours, 3 clock hours

A survey of the development of the visual arts from early Egypt through contemporary forms of art expression develops insight into various cultures through the ages.

Fall, 1957

Art 203. American Art (Elective)

3 semester hours, 3 clock hours

Understanding of the growth and character of architecture, sculpture, painting, and the minor arts from colonial days to the present as an expression of the life of the period are developed with special emphasis upon contemporary art forms.

Fall, 1958

Art 204. Modern Art (Elective)

3 semester hours, 3 clock hours

The emerging art concepts conditioned by the social, psychological, political, and economic trends of recent years are studied. Many original art forms in painting, sculpture, and architecture are analyzed.

Fall, 1958



College Productions





Fun with Friends



Art 205. Masters of Art (Elective)

3 semester hours, 3 clock hours

An intensive study of selected masters of art in each period of art history develops sensitivity to, and understanding and enjoyment of art as a cultural agent and aesthetic resource.

Spring, 1959

Art 210. Creative Arts and Crafts (Elective)

3 semester hours, 6 clock hours

Individual and group experiences in working creatively in the graphic arts, and in such crafts as blockprinting, clay modeling, metalcraft, silk screen, and stenciling are emphasized.

Fall, 1956

Art 215. Applied Art for the Teacher (Elective)

3 semester hours, 6 clock hours

The art skills most useful in the arrangement of the modern school environment: poster design, lettering, dioramas, blackboard drawing, classroom displays, and decoration stressing the use of color, form, and design are studied and practiced.

Spring, 1957

EDUCATION

ED. 100. - 101. Orientation

0 semester hours, 4 clock hours (Offered two periods a week during the 1st year)

The objective of this course is the orientation of the beginning college student to the purposes, opportunities, and requirements of the college; its basic views of education; and the conditions of successful study, college living, and college participation.

ED. 102. and 103. Foundations of Education I and II

2 semester hours, 3 clock hours (Offered during both semesters of the second year.)

An overview is provided of the structure, services, philosophy, and design of American public education. Emphasis is placed on study of the broad philosophical, psychological, and social foundations of education and their application to the several child levels of education.

ED. 200. Principles and Practices of Elementary Education

9 semester hours, 12 clock hours

This course deals with the specific application of psychological and American democratic principles to the curriculum of grades one through six. The specialized skills of the elementary school teacher, including unit method of organization, are emphasized. Three clock hours each week are devoted to a study of the modern reading program.

ED. 201. Principles and Practices of Upper Grade Junior-High School Education

4 semester hours, 5 clock hours

This course deals with the specific application of psychological and

American democratic principles to the curriculum of grades five through nine. The specialized skills of the teacher of upper grades, including the unit method of organization, are emphasized.

ED. 202. Principles of Teaching for Nurses

3 semester hours, 3 clock hours

A study is made of the psychological and philosophical bases of effective teaching and learning. Several broad methods and techniques of teaching in their application to the work of nurses are considered. Unit organization as a means of guiding learning activities is emphasized.

ED. 203. Methods in Areas of Subject Specialization

2 semester hours, 2 clock hours

Candidates for Junior High School teaching certificates must elect two methods courses, each carrying one semester hour of credit, in the subject fields in which they intend to specialize. These subject fields are. English, Geography, History, Science, and Mathematics.

ED. 210. Practice Teaching in the Elementary and Junior High School

12 semester hours, 25 clock hours

The student is assigned to laboratory school classes for a semester of student teaching at the grade levels or subject areas of his greatest promise. Responsibility is gradually assumed for the planning and execution of the educational program, utilizing the resources of scholarship and the principles of teaching and learning.

ED. 220. Reading II.

2 semester hours, 2 clock hours

The psychological, physiological, and social factors underlying reading difficulties are analyzed and means of preventing and correcting these difficulties are considered. Instructional methods and materials, diagnostic tests, self-administering devices, and tutoring techniques are studied, used, and evaluated.

ED. 230 and 231. Seminar in Elementary and Junior High School Education

2 semester hours, 2 clock hours

This seminar is a recapitulation of the experiences of student teaching with emphasis on the study of genuine problems. Professional ethics, Massachusetts school law, and the problems of teaching employment are considered.

ED. 236. Children's Literature (Elective)

3 semester hours, 3 clock hours

Standards are developed for judging children's literary materials. Emphasis is placed on the development of skill in story-telling as well as on knowledge of sources of materials and aids. Book clubs, school and classroom libraries, book fairs, and other means of encouraging wide reading are considered.

Spring, 1957

ENGLISH

Eng. O. Remedial English (2 clock hours, non-credit)

This special non-credit course in the basic writing mechanics of correct English provides individual and group instruction for students judged in need of improvement in their ability to express their thoughts clearly and correctly in written work.

REQUIRED COURSES

Eng. 100. English Composition I

3 semester hours, 3 clock hours

The principles and usages of correct English are studied and practiced. Specifically, the course aims through the frequent writing of themes, and through reading and critical discussion to develop effective English expression.

Eng. 101. Literary Masterpieces of the Western World, Part I

3 semester hours, 3 clock hours

Literary masterpieces from the Greek classics through the writings of the 18th century that exemplify the ideas and ideals of civilized people and emphasize the contributions of the Western World to our contemporary society form the basis of this course.

Eng. 102. Literary Masterpieces of the Western World, Part II

3 semester hours, 3 clock hours

A continuation of English 101, this course pays particular attention to the literary masterpieces from the Romantic Period to modern times, thus emphasizing the later contributions of the Western World to our contemporary society.

Eng. 103. English Composition II

3 semester hours, 3 clock hours

This course provides advanced study and practice of principles and usages in correct English expression. Written themes are based on the reading of contemporary literary masterpieces of the Western World.

Eng. 104. Speech I

1 semester hour, 1 clock hour

In this beginning speech course, the student is introduced to the effective organization and delivery of speeches, preferably related to his major interest, and receives training in intelligent criticism. Individual remedial work is offered.

(Offered 1st semester, Freshman or Sophomore year.)

Eng. 105. Speech II

1 semester hour, 1 clock hour

Prerequisite Eng. 104.

The second Speech course embraces speech in additional group situations such as parliamentary procedure, the panel discussion, and oral inter-

pretation. The study of each student's voice is made by means of recordings, and individual remedial work is offered.

(Offered 2nd semester, Freshman or Sophomore year.)

ELECTIVE AND SPECIAL FIELD REQUIREMENTS

The following courses are offered in rotation as electives. Candidates for Junior High School teaching certificates in English must select under guidance a total of 12 semester hours from the following list to complete a total of 24 semester hours of credit in the field.

Eng. 200. World Drama

3 semester hours, 3 clock hours

Significant and representative plays from ancient Greece to the modern period, as examples of dramatic masterpieces that cope with the problems of man, are read and analysed. Spring, 1957; Fall, 1959

Eng. 201. Modern Drama

3 semester hours, 3 clock hours

The ideals, motives, and problems of modern life as revealed in the dramas of such playwrights as Ibsen, Chekhov, Shaw, Pirandello, O'Neill, and present-day dramatists are read and discussed. Fall, 1958

Eng. 204. Shakespeare

3 semester hours, 3 clock hours

Significant comedies, tragedies, and historical plays are read and discussed to give the student understanding and appreciation of Shakespeare's artistry and importance in world drama. Spring, 1959

Eng. 210. American Literature

3 semester hours, 3 clock hours

The study of representative selections from American literature gives the student a better understanding and appreciation of the intellectual and cultural forces that have shaped our past and our present.

Fall, 1956; Spring 1958; Fall, 1959

Eng. 215. English Literature

3 semester hours, 3 clock hours

The study of major English writers and their works provides the student with a better understanding and appreciation of their contributions to world culture.

Spring, 1957; Fall, 1958; Spring, 1960

Eng. 220 A. The Novel Before World War I

3 semester hours, 3 clock hours

Significant novels written before World War I, representing various countries and periods as well as stages in the development of a literary form, are studied both as social documents and works of art. Fall, 1956

Eng. 220 B. The Modern Novel

3 Semester hours, 3 clock hours

Some of the representative outstanding novels of the twentieth

century are read and discussed for their emphases upon psychological and social outlooks. Spring, 1958

Eng. 221. The Short Story

3 semester hours, 3 clock hours

The short story is studied both as a literary form and as a medium for the portrayal of human problems in various countries and periods.

Fall, 1957

Eng. 223. Modern Poetry

3 semester hours, 3 clock hours

This study of representative modern poetry will place the emphasis upon the writings of contemporary American and English poets.

Spring, 1959

Eng. 251. Historical Development of the English Language

3 semester hours, 3 clock hours

The nature and development of the English language, its structure, etymology, morphology, multilingual vocabulary, and position in relation to other languages, will be studied for an understanding of the political, social, and cultural influences upon our native tongue.

Fall, 1957; Spring, 1960

HEALTH, PHYSICAL EDUCATION, AND RECREATION

P. E. 100. Physical Education (Women)

1 semester hour, 2 clock hours

Opportunity is given for the individual to participate in a variety of healthful activities for the achievement of general physical development and particular fundamental skills. Introductory study is made of basic rules of hygiene as formulated from contemporary medical knowledge.

P. E. 101. Physical Education (Women)

1 semester hour, 2 clock hours

This continuation of the basic course includes activities such as tennis, archery, badminton, basketball, and folk dancing. Emphasis is placed on the acquisition of a general knowledge of certain team games as well as the development of individual skills and the elements of fair play.

P. E. 102. Physical Education (Men)

1 semester hour, 2 clock hours

Opportunity is provided for the individual or group to engage in a variety of healthful activities and thereby acquire the fundamental skills essential for intramural and recreational programs, such as basketball, soccer, softball, tennis, and touch football.

P. E. 103. Physical Education (Women)

1 semester hour, 2 clock hours

Additional opportunity is offered to acquire advanced skills in folk dancing, individual sports, basic apparatus technique, stunts, and self-testing events. Provision is also made for the pursuit of chosen athletic interests.

P. E. 104. Physical Education (Men)

1 semester hour, 2 clock hours

This physical fitness program is designed to meet individual needs and prescribe remedial activities to improve and maintain physical tone.

P. E. 105. Physical Education (Women)

1 semester hour, 2 clock hours

Physical Education activities are elected seasonally on the basis of individual interest.

P. E. 106. Physical Education (Men)

1 semester hour, 2 clock hours

General physical development is maintained through individual skills that have recreational value, such as, badminton, fencing, handball, and horseshoes.

P. E. 108. Physical Education (Men)

1 semester hour, 2 clock hours

This continuation of Physical Education 106 provides additional opportunity for the regular pursuit of chosen athletic interests.

P. E. 202. First Aid

The official Red Cross Standard course is required of students in all curricula except Nursing.

P. E. 203. Health Education (Elective)

3 semester hours, 3 clock hours

This course offers a study of the structures and functions of the physical systems of the body, and of the application of this knowledge to essential programs of personal, school, and community hygiene. Fall, 1958

P. E. 209 Swimming (Elective)

3 semester hours, 3 clock hours

Course is designed for students desiring to increase their swimming and diving skills, and to learn the basic techniques of teaching synchronized swimming and life - saving; organizing and directing competitive swim meets, aquatic pageants, and water ballets.

Prerequisite: Ability to swim and dive with moderate skill.

Fall, 1956

P. E. 210. Coaching and Officiating (Men and Women)

3 semester hours, 3 clock hours

Study is made of principles and techniques of coaching and officiating major sports for junior and senior high school players. This includes an intensive study of rules and their application to game situations, as well as an examination of methods of adapting activities to limited facilities.

P.E. 216. Rhythmic Activities for Children (Elective)

3 semester hours, 3 clock hours

This theory and practice course places special emphasis on the technique of developing natural rhythmic response in the elementary school child, and includes the study and use of basic rhythms and rhythm combinations. A progression of activities leads to creative movement.

Spring, 1959

P.E. 218. Folk Dance (Elective)

3 semester hours, 3 clock hours

European and American folk dances are studied, with particular stress on step patterns, dance forms, and techniques. Application of simple folk patterns in the elementary and junior high school programs follows this study.

Fall, 1957

P.E. 219. Dance Forms (Elective)

3 semester hours, 3 clock hours

This course offers theory and practice of basic dance forms. Study is made of the relationship of dance to folk culture. An examination is made of methods of integrating dance and literature, social studies, art, and dramatics.

Spring, 1958

INDUSTRIAL ARTS

I.A. 112. Design

3 semester hours, 3 clock hours

The principles of design as they apply to all the arts, painting and other graphic arts, sculpture, architecture, furnishings, and industrial design through the ages, especially in our own century, are studied.

I.A. 200. Foundation of Industrial Arts Curriculum

4 semester hours, 4 clock hours

A comparative study is made of established theories and curriculum practices, traced from manual training through current interpretations of industrial arts in general education.

I.A. 201. Principles and Practices in Industrial Arts

4 semester hours, 4 clock hours

Modern views of the learning process and their application in industrial arts teaching are examined. Consideration is given to the interests, abilities, and needs of secondary school youth with reference to planning, teaching, and guiding learning.

I.A. 225. Student Teaching in Industrial Arts

8 semester hours, 25 clock hours

Each undergraduate serves as a student teacher for one semester. He is responsible for the social and educational conduct of a given number of classes. Experienced supervisors provide counsel and guidance in principles and practices of teaching and management.

I. A. 203. The Constructive Arts in Elementary Education

2 semester hours, 4 clock hours

Students are given experiences in simple techniques of planning and construction, fabrication of common materials, graphic arts, the application of power, and their contribution to the study of various cultures represented in the modern elementary school.

I. A. 231. Seminar in Industrial Arts

2 semester hours, 4 clock hours

Significant teaching and curriculum problems noted in practice teaching are reviewed. Principles and practices of school shop administration including shop planning, ordering equipment and supplies, shop safety, and shop records are studied. Planned visits to industry are included.

I. A. 105. Woodworking I.

3 semester hours, 6 clock hours

This course emphasizes the project method. Articles useful in the home or in recreation are made in bench woodwork, wood turning, and a limited amount of machine woodwork. Technical knowledge about tools, materials, processes, and design is stressed.

I. A. 106. Woodworking II. (Prerequisite: Woodworking I)

3 semester hours, 6 clock hours

This course extends the development of skill in the use of hand tools and increases the use of machines. Small individual pieces of furniture are made.

I. A. 205. Woodworking III. (Prerequisite: Woodworking I&II)

3 semester hours, 6 clock hours

Experiences are provided in the practices and principles of making patterns and core boxes, for tool machines, and other selected cast pieces. The students plan and make scaled and full sized wooden structures for concrete forms, houses, boats, airplanes, and bridges.

I. A. 206. Woodworking IV.

3 semester hours, 6 clock hours

This course features experiences in the production of high grade furniture, employing jigs, fixtures, and suitable mass production procedures. Appropriate methods of production management are used and studied. Students participate in the planning and management of procedures and devices.

I. A. 110. Technical Drawing I.

3 semester hours, 6 clock hours

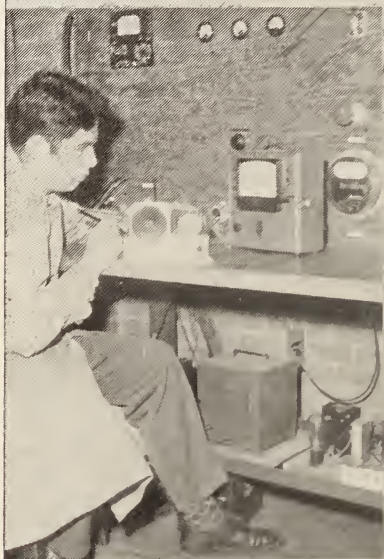
The fundamentals common to industrial drawing, such as lettering, orthographic projection; symbols, sectioning and conventional practices, assembly and detail drawing; and surface development are studied. Problem development and blueprint reading are correlated with classwork as related preparation.



Activities In School and Out...



Laboratory Shots



I. A. 111. Technical Drawing II.

3 semester hours, 6 clock hours

The basic procedures and materials of technical rendering are studied. The essentials of design are considered in terms of project development in the major areas of industrial arts. Emphasis is likewise given to chalk-board technique.

I. A. 210. Technical Drawing III.

3 semester hours, 6 clock hours

Consideration is given to machine design and drawing, architectural design and drawing, and transportation structural design and drawing. Related print reading and model making in some of these phases are part of the required class and outside preparation.

I. A. 211. Technical Drawing IV.

3 semester hours, 6 clock hours

Based upon the needs of advanced students in technical drawing, experiences are provided in the following: problem research, course development and program administration, advanced print reading, and drawing experiences in new areas and / or a critical review of past drawing experiences.

I. A. 115. General Metals I.

3 semester hours, 6 clock hours

This beginning course in metalworking consists of project experiences in sheet and band metal and the basic tools, equipment, and processes of bench work, forging and tempering.

I. A. 116. General Metals II.

This introductory course provides study and experience in the construction and operation of basic machine tools and in the fundamentals of making molds and casting nonferrous metals.

I. A. 215. General Metals III.

3 semester hours, 6 clock hours

This advanced course in general machine shop practice places emphasis on the production of small power driven tools. Experiences are provided also in arc and acetylene welding.

I. A. 216. General Metals IV.

3 semester hours, 6 clock hours

This course is for students specializing in general metals. It provides a range of experiences in machine shop practice, in welding, and in heat treatment. Some experimental work in project development is included.

I. A. 120. Graphic Arts I. (Introduction to Letterpress Printing)

3 semester hours, 6 clock hours

The first half of this course covers the fundamentals of typesetting

and platen presswork and is followed by a study of typographic design and display composition.

I. A. 121. Graphic Arts II. (Special Methods of Reproduction)

3 semester hours, 6 clock hours

This course includes practical job printing and special phases of reproduction such as block printing, silk screen, dry point etching, and book binding.

I. A. 220. Graphic Arts III. (Advanced Shop Practice)

3 semester hours, 6 clock hours

This course includes both letterpress and offset printing on a production basis. Advanced shop processes are practiced including operation of the cylinder and automatic presses and bindery machinery.

I. A. 221. Graphic Arts IV. (Advanced Special Processes)

3 semester hours, 6 clock hours

This course consists of advanced problems in production and special processes, including multiple-color and photographic screen printing, metal etching, and air-brush work. Emphasis is on design.

I. A. 122. Power Mechanics I.

3 semester hours, 6 clock hours

This course consists of experiences in the fundamentals of electricity as applied to house wiring, motors, lighting, and home appliances. Elements of heating, refrigeration, and air-conditioning are considered.

I. A. 123. Power Mechanics II.

3 semester hours, 6 clock hours

This basic course in principles of the internal combustion engine emphasizes testing and adjusting a variety of engine types. Various forms of transportation are studied through designing, constructing, and experimenting with action models, markings, and cutaways.

I. A. 226. Power Mechanics III.

3 semester hours, 6 clock hours

This basic course in communications including elements of telegraph, telephone, television, intercommunication systems, amplifiers, transmitters, and recordings. Concentration is in the field of radio. mentation are featured.

I. A. 222. Power Mechanics IV.

3 semester hours, 6 clock hours

This course is planned to promote the further development of skill and the integration of the respective phases of power and mechanics as they apply in industrial arts. Individual project development and experimentation are featured.

I. A. 228. General Shop I.

3 semester hours, 6 clock hours

This course emphasizes the crafts commonly taught in secondary school

industrial arts. Experiences center around the design and execution of individual projects in such media as leather, textiles, ceramics, art metal and jewelry, and plastics.

I. A. 230. General Shop II.

3 semester hours, 6 clock hours

This is a pre-training laboratory in the comprehensive general shop. Projects and teaching aids, including devices, instruction sheets, records, and forms are prepared for scheduled practice teaching assignments. The unit method of organization is featured.

I. A. 128. General Shop III.

3 semester hours, 6 clock hours

An opportunity for advanced work in the media of ceramics, art metal, enameling, jewelry, and lapidary is provided.

I. A. 232. General Shop IV.

3 semester hours, 6 clock hours

An opportunity for advanced work in the media of leather, textiles, and plastics is provided.

MATHEMATICS

Math. 100. A. - General Mathematics I.

3 semester hours, 3 clock hours (Required course for those students who have not received credit for a year of elementary algebra and a year of plane geometry.)

Basic principles and operations in arithmetic, algebra, and geometry are topics included in this course.

Math. 101. A. - General Mathematics II.

3 semester hours, 3 clock hours (Prerequisite Math. 100. A. Required course for those students who have completed Math 100. A.)

This course, which is a continuation of Math 100 A. includes logarithms, trigonometry, and an extension of the algebraic principles developed in Math 100 A.

Math. 100. B. - Survey of Mathematics I.

3 semester hours, 3 clock hours (Prerequisite, 1 year of elementary algebra and 1 year of plane geometry. Required course for all students who have received credit for one year of elementary algebra and one year of plane geometry, except those in the nursing course.)

Basic principles of arithmetic, algebra, and trigonometry are topics included in this course. An emphasis is placed upon the logical structure of each topic as well as upon the relationships between each topic and other fields of knowledge.

Math. 101. B. - Survey of Mathematics II.

3 semester hours, 3 clock hours (Prerequisite, Mathematics 100 B. Required course for those students who have completed Math. 100. B.)

This course, which is a continuation of Math 100 B, provides a somewhat intuitive introduction to analytic geometry and calculus.

Math. 100. C. Introduction to Analytic Geometry and Calculus

3 semester hours, 3 clock hours (A required course for students in the nursing course.)

Graphs and functions, basic principles in differentiation and integration, and the analytic geometry of the straight line are topics included in this course.

ELECTIVES AND SPECIAL FIELD REQUIREMENTS

Candidates for Junior High School teaching certificates in mathematics must complete Math. 100. B and Math. 101. B in the freshman year and then elect Math. 200, Math. 201, Math. 202, and Math. 203 as these courses are offered.

Math. 200. College Algebra

3 semester hours, 3 clock hours

Complex numbers, theory of equations, permutations and combinations, probability, and determinants are topics included in this course.

Spring, 1956; Fall, 1956

Math. 201. Trigonometry

3 semester hours, 3 clock hours

Trigonometric functions, fundamental relations, reduction formulas, solution of plane triangles, and the solution of spherical triangles are topics included in this course.

Spring, 1958; Fall, 1958

Math. 202. Analytic Geometry

3 semester hours, 3 clock hours (Prerequisite, Math. 100. B and 101. B)

Co-ordinate systems, loci and their equations, the straight line, circle, parabola, ellipse, hyperbola, and the general equation of the second degree are topics included in this course.

Spring, 1959; Fall, 1959

Math. 203. Calculus

3 semester hours, 3 clock hours (Prerequisite, Math. 100. B and Math. 101. B)

The meaning of the derivative and the integral, the development of formulas for differentiation and integration, and the use of these formulas in problems involving velocities, maxima and minima, and areas are topics included in this course.

Spring, 1957; Fall, 1957

MUSIC

Music 101. Music I

2 semester hours, 4 clock hours

The student is helped to review the rudiments of music and to become acquainted with a wide variety of great music through singing and listening. The class time given to these respective activities is approximately in the ratio of one to two.

Music 102. Music II

1 semester hour, 2 clock hours

The student's skill and understanding are extended in this intermediate course, which is conceived both as a continuation of Music 101 and a preparation for Music 200 or Music 201.

Music 103. Music Appreciation

1 semester hour, 2 clock hours

Music from the 16th century to the present is included. The approach is through simpler forms to the larger musical forms, with the purpose of providing as wide an acquaintance with music literature as is practicable.

Music 200. Music in Elementary Education

2 semester hours, 4 clock hours

The objectives and techniques of teaching music in the first six grades are examined. The student is led to think of music in terms of the elementary school child. Observation of actual classroom situations parallels the study.

Music 201. Music in Upper Grades

1 semester hour, 2 clock hours

The objective of this course is to acquaint the student with the uses of music in grades five through nine, with emphasis upon techniques in the fifth and sixth grades. Observation of actual room situations parallels the study.

Music 207. Folk Song (Elective)

3 semester hours, 3 clock hours

This course is devoted to world folk song. Some emphasis is placed upon American regional types, as well as upon songs which are particularly suited to elementary and junior high school use. Spring, 1958

Music 210. The Symphony (Elective)

3 semester hours, 3 clock hours

Beginning with the Viennese symphonists, the course traces the formal and qualitative changes of the symphony to the present time.

Fall, 1958

Music 215. The Opera (Elective)

3 semester hours, 3 clock hours

Several works from the standard operatic repertoire are examined. In addition, the student becomes familiar with some of the significant trends in modern opera.

Fall, 1956

Music 217. History of Music (Elective)

3 semester hours, 3 clock hours

Music since the Middle Ages is studied as one of the humanities, with attention to the interaction of music and society and to the relationships of music to the other arts.

Spring, 1957

Music 220. Twentieth-Century Music (Elective)

3 semester hours, 3 clock hours

Modern styles and idioms in music are examined. Relationships with the past are stressed.

Fall, 1957

PHILOSOPHY**Phil. 203. Introduction to Philosophy**

3 semester hours, 3 clock hours

The student is acquainted with the broad problems of truth, reality, goodness, and beauty through a study of the primary sources of an historical nature.

Phil. 204. Educational Philosophy

3 semester hours, 3 clock hours

The purpose of this course is to furnish a guide to the philosophical treatment of educational problems. This course seeks solutions of educational problems by employing the synoptic, critical, and systematic areas of philosophy.

PSYCHOLOGY**Psych. 101. General Psychology**

4 semester hours, 4 clock hours for Elementary and Junior High course.

This study of the science of human behavior deals with the scientific method, maturation, motivation, emotional development, sensation and perception, and the nature of learning.

Psych. 102. General Psychology

3 semester hours, 3 clock hours

This study of the science of human behavior deals with observation, maturation, motivation, emotional development, and practical application to the fields of teaching, business, and industry.

Psych. 201. Educational Psychology

4 semester hours, 4 clock hours

The broad areas of growth and development, including individual differences and the theories and conditions of learning, evaluation of learning outcomes, tests and measurements, and guidance of learning are considered.

Psych. 216. Mental Hygiene (Elective)

3 semester hours, 3 clock hours

The course covers a brief development of modern views of mental illness; the dynamics of normal and abnormal behavior; diagnosis, understanding, treatment and prevention of abnormal reaction patterns ranging from the mild personality disorders to hospitalized cases.

Fall, 1956

Psych. 217. Applied Psychology (Elective)

3 semester hours, 3 clock hours

Emphasis is placed upon the practical as an outgrowth of the theoretic-

cal background of psychology. Applications of psychology are made to industry, medicine, teaching, business, advertising, law, politics, human engineering, and human relationships.

Spring, 1957

SCIENCE

I. Physical Science

Students are required to take the following courses assigned to their respective curricula in the Curriculum Outlines for Teacher Education. (See pages 28 to 33.)

Sci. 110. Physical Science-I

3 semester hours, 3 clock hours

A survey of the broad areas of the physical sciences is included. Emphasis is placed on the use of the scientific method in the logical development of scientific concepts.

Sci. 112. I.A. Physics

3 semester hours, 3 clock hours

A study of the basic laws of physics dealing with mechanics, heat, light, sound, electricity, and magnetism is included. Required of Industrial Arts sophomores.

Sci. 113. I.A. Chemistry

3 semester hours, 3 clock hours

A study of the fundamentals of chemistry with material selected from both the inorganic and organic fields is included. Modern chemical processes and products are emphasized. Required of Industrial Arts sophomores.

Sci. 114.A Chemistry in Nursing

3 semester hours, 4 clock hours

A systematic study of the fundamentals of chemistry with applications in inorganic chemistry is included. Special attention is given to problems in physiological chemistry.

Sci. 114.B Chemistry in Nursing

3 semester hours, 4 clock hours

A systematic study of carbon compounds at the pre-professional level with special attention to problems in physiological chemistry is included.

Prerequisite: Sci. 114A or its equivalent.

Sci. 116. Physics in Nursing

3 semester hours, 4 clock hours

The basic laws of physics are interpreted and evaluated by showing their application to the field of nursing. Subject matter is drawn from the fields of mechanics, heat, light, sound, electricity, magnetism, and nuclear physics.

ELECTIVE AND SPECIAL FIELD REQUIREMENTS

Candidates for Junior High School teaching certificates in Physical Science must select courses from those listed below to complete a total of 18 semester hours of credit in the field. Students of other curricula may elect, under guidance, the following courses:

Sci. 210 General Chemistry

3 semester hours, 4 clock hours

The periodic system of the elements is studied with regard to its history, uses, and weaknesses. More detailed study is made of certain typical metals, non-metals, inert gases, and members of the actinide series. Brief introduction to organic chemistry is included. Spring, 1959; Fall, 1959

Sci. 211 General Physics

3 semester hours, 4 clock hours

With the aid of experiments and problems, a study is made of laws and formulae in six major areas of physics. Attention is given to famous scientists who discovered those laws. Spring, 1958; Fall, 1958

Sci. 212. Physical Science II

3 semester hours, 3 clock hours

This course includes studies in astronomy: motions of earth, objects in the solar system, outer galaxies, the spectroscope; and studies in meteorology: structure of the atmosphere, global circulations, weather instruments, frontal theory applied to U.S.A. Spring, 1957; Fall, 1957

Sci. 213. Organic Chemistry

3 semester hours, 3 clock hours

The methods of manufacture and the properties of newly developed materials for common use: alloys, plastics, finishes, fabrics, and adhesives are included in this course. Fall, 1956

Sci. 214. Geology

3 semester hours, 4 clock hours

This is a survey course in physical and historical geology. Special attention is given to the evidence of recent glaciation in New England. Laboratory work includes field trips, study of rocks, minerals, and fossils. Spring, 1957; Fall 1958

The following courses may also be counted toward a Junior High School teaching certificate in Physical Science. See Social Studies Department listings for course descriptions:

S. S. 213 Meteorology

3 semester hours, 3 clock hours

S. S. 220 Geomorphology

3 semester hours, 3 clock hours

II. Biological Science

Students are required to take the following courses assigned to their respective curricula in the Curriculum Outlines for Teacher Education on pages 27 to 32.

Sci. 100. **Biology I**

3 semester hours, 4 clock hours

This is a survey course in living organisms — their relationships to each other and to man. Plants and animals included are those commonly encountered in New England. Field work and laboratory work supplement the study.

Sci. 102. **Biology II**

3 semester hours, 4 clock hours

Emphasis in this course is placed on the human organism and the biological bases for human behavior.

Sci. 103 **Biology for Nurses**

3 semester hours, 4 clock hours

This is a required course in general biology for nurses designed to provide background and understanding for microbiology, physiology, and anatomy.

Sci. 105 and 106. **Anatomy and Physiology I and II**

3 semester hours, (each semester) 4 clock hours

This course assists the student to understand and appreciate the structure and function of the normal human body through lecture, discussion, and laboratory experience.

Physiological principles fundamental to the maintenance of health and intelligent nursing care are developed.

ELECTIVE AND SPECIAL FIELD REQUIREMENTS

Candidates for Junior High School teaching in Biological Science must select four of the courses listed below to complete a total of 18 semester hours of credit in the field.

Students of other curricula may elect, under guidance, the following courses:

Sci. 201. **Invertebrate Zoology**

Zoological principles and relationships are dealt with in this study of animals without backbones. Specimens used are principally those common to New England.

Spring, 1958; Spring, 1960

Sci. 202. **Vertebrate Zoology**

3 semester hours, 4 clock hours

This course deals with common vertebrate animals. Emphasis is placed on ecology and economic importance.

Fall, 1957; Fall, 1959

SCI. 203. Science Literature

3 semester hours, 3 clock hours

This course is designed to acquaint the student with the variety of published material in science and to help him develop standards of evaluation.

Fall, 1957; Fall, 1959

Sci. 204 Biological Techniques

3 semester hours, 4 clock hours

This course deals with the collection and maintenance of live specimens and the collection, preservation, and mounting of specimens for laboratory use.

Fall, 1957; Fall, 1959

Sci. 205. Botany

3 semester hours, 4 clock hours

This is a survey course in botany. Individual projects and experiments in plant growth and development are carried out in the laboratory and field work.

Fall, 1956; Spring, 1959

Sci. 206. Conservation of Natural Resources

3 semester hours, 4 clock hours

The proper use and management of fish and wildlife, recreation areas, soil, forests, and minerals are studied in the classroom and field. The course includes demonstrations, experience in woodlot management, and field trips to farms that practice conservation techniques.

Fall, 1956; Spring, 1959

Sci. 207 Science in the Out - of - Doors

3 semester hours, 4 clock hours

Emphasis in this course consists of research and field work in local geology, conservation relationships, ecological units, and selected aspects of physical science.

Spring, 1957; Spring, 1958; Spring, 1960

NOTE: Candidates for Junior High School teaching in Science must select, under guidance, a total of 21 semester hours from the electives listed under the Physical and Biological sciences to complete a total of 30 semester hours of credit in the field.

SOCIAL STUDIES

Students are required to take the following course assigned to their respective curricula in the Curriculum Outlines for Teacher Education on pages 27 to 32.

S.S. 100 and 101. History of Western Civilization

3 semester hours, 3 clock hours

This course is a survey of the development of civilization. It emphasizes the special characteristics and contributions of periods and peoples from primitive man to today.

S.S. 105. U.S. History and Constitution

3 semester hours, 3 clock hours

A selective, topical survey is presented of the major forces and movements which have been most important in the development of the American heritage from its beginnings to the present.

S.S. 110. Principles of Geography

3 semester hours, 3 clock hours

This basic course is organized and presented to develop an understanding of and an appreciation for the interrelationships that exist between the physical environment and the economic, political, and cultural activities of men and nations.

S.S. 120. Introductory Economics

3 semester hours, 3 clock hours

This course studies the organization and function of economic society. It develops understanding of the processes of production, consumption, exchange, and distribution. Its topics include corporate enterprise, price theory, the national income, money, credit, and banking problems, finance and taxation, and politicoeconomic philosophies.

S.S. 210. Geography of the United States and Canada

3 semester hours, 3 clock hours

Prerequisite: Principles of Geography

The United States and Canada are studied on a regional basis with emphasis on the geographical elements of topography, climate, soils, natural vegetation, transportation, natural resources, people, occupations and industries in the development of each region.

S.S. 220. Industrial Society

3 semester hours, 3 clock hours

This course studies the interrelationships of economics and sociology in our present technological society. Among its topics are production, consumption, distribution of wealth, social problems in industry, government relationships with labor, capital, and management and the interaction of science, industry, and the arts in living.

S.S. 221. Contemporary American Sociology

3 semester hours, 3 clock hours

The student is introduced to the science of social relations. Detailed study is made of social institutions and of the interrelationships of sociology, economics, and anthropology. There is special emphasis on the nature, function, and problems of health service in our society.

S.S. 222. Social Institutions

3 semester hours, 3 clock hours

The course first presents a consideration of the basic principles of sociology. This is followed by a comprehensive study of social institutions in the light of the individual's relationships with contemporary culture.

S.S. 223. Social Institutions (I. A.)

3 semester hours, 3 clock hours

This course is a historical review of human culture; the development by primitive man and his successors of the tools, techniques, and institutions of social living.

S.S. 224. Advanced Sociology

3 semester hours, 3 clock hours

This course studies the phenomena of group behavior, social and cultural forces in their effect on customs, politics, social and individual organization, style, and group suggestibility. The characteristics and behaviors of American socio-economic strata are studied.

S.S. 230. Comparative Government

3 semester hours, 3 clock hours

The material covered gives a comparative analysis of the various forms of government, their underlying philosophies and their differing political climates. The American system receives special emphasis.

ELECTIVES AND SPECIAL FIELD REQUIREMENTS

The following courses are offered in regular rotation as electives. Candidates for Junior High School teaching certificates in Social Studies must select under guidance a total of 9 semester hours from the following list to complete a total of 30 semester hours of credit in the field.

Candidates for Junior High School teaching certificates in history must select under guidance a total of 9 semester hours from the history group below to complete a total of 18 semester hours of credit in this field.

S.S. 202. History of Massachusetts

3 semester hours, 3 clock hours

This course traces the evolution of Massachusetts as colony, province and state. The European and Indian cultural background, and the study of the founders and founding, receive particular emphasis.

Spring, 1958; Spring, 1960

S.S. 203. History of the Middle Ages

3 semester hours, 3 clock hours

The political-cultural history of the Mediterranean and European world, from the fall of Rome to the Renaissance, is studied. Christendom and Islam, feudalism, the rise of the towns, and the cultural contributions of the regions and eras will be treated.

Fall, 1956; Fall, 1958

S.S. 207. Current World Affairs

3 semester hours, 3 clock hours

The course surveys the background, action, and consequences of two World Wars. It also studies the years following with a view toward a better understanding of present international relations through an analysis of contemporary forces and problems.

Spring, 1958; Spring, 1960

S.S. 212. Economic Geography

3 semester hours, 3 clock hours

Prerequisite: Principles of Geography

Economic Geography is the study of the basic geographic factors that are involved in the production, distribution, and consumption of the major commodities of the earth in relation to the development and interdependence of nations.

Spring, 1957; Spring, 1960

S.S. 213. Meteorology

3 semester hours, 3 clock hours

This course can be applied toward Specialization in General Science.

Prerequisite: Principles of Geography

Meteorology deals with the laws and principles underlying atmospheric phenomena, weather analysis and forecasting, and the application of weather data to problems of agriculture, forestry, transportation and health.

Fall, 1956; Fall, 1958

S.S. 206 U. S. History from the Period of Colonization to 1783

3 semester hours, 3 clock hours

This course presents the causes and events of the exploration and settlement of North America; the development in the English colonies of American institutions and Imperial controls; Indian culture and relations; the struggle for the continent; and the winning of Independence.

Fall, 1958

S.S. 235 U.S. History, 1783 - 1865

3 semester hours, 3 clock hours

The course traces the problems and development of the Federal Union from the adoption of the Constitution through the Civil War. Special emphasis will be placed on the causes of disunion. Spring, 1957; Spring 1959

S.S. 236 U.S History, 1865 to the present

3 semester hours, 3 clock hours

This course will begin with the Reconstruction Period following the Civil War and detail the progress of American History to the present. Particular attention will be given to the development of twentieth century industrial America.

Fall, 1957; Fall, 1959

S.S. 237 European History from the Renaissance to the Industrial Revolution

3 semester hours, 3 clock hours

This course treats the following topics: the culture and politics of the sixteenth century; imperial expansion; monarchy and revolution; seventeenth century science, culture, and economic developments; the balance of powers; the enlightenment; the economic revolution; growth of democracy.

Spring, 1957; Spring, 1959

S.S. 238 World History from the Industrial Revolution through World War I

3 semester hours, 3 clock hours

The topics treated include: the economic revolution; the western democracies; the growth of nationalism and imperialism; the intellectual revolution; scientific advance; the causes of World War I, its major events, the Treaty of Versailles and the aftermath. Fall, 1957; Fall, 1959

S.S. 214. Climatology

3 semester hours, 3 clock hours

Prerequisite: Principles of Geography

Climatology is the systematic study of the climatic regions of the earth with emphasis on the environmental factors (latitude, altitude, pressure cells, mountain barriers, water bodies, ocean currents, winds) that have exercised a significant effect on the development of each climatic type. Spring, 1957; Spring, 1959

S.S. 216 Geography of Latin America

3 semester hours, 3 clock hours

Prerequisite: Principles of Geography

This course presents the geography of the countries and colonies of Latin America: historical background and political status, physical and climatic regions, agricultural and economic position, and inter-American and inter-national relations. Fall, 1956

S.S. 217. Geography of Europe

3 semester hours, 3 clock hours

Prerequisite: Principles of Geography

This regional analysis is based on the geographic elements that have influenced the evolution of the countries of western Europe and have produced the national and international problems faced by European countries today. Fall, 1957; Fall, 1959

S.S. 218. Geographic Influences in American History

3 semester hours, 3 clock hours

Prerequisite: Principles of Geography

Oceans and coasts, islands and harbors, mountain barriers and gaps, weather and climate, soil and vegetation, native animals and natural resources are analyzed to show their influence on the exploration, colonization, and expansion of the United States. Fall, 1958

S.S. 219. Political Geography

3 semester hours, 3 clock hours

Prerequisite: Principles of Geography

Political Geography is a study of dependent and independent political units (colonies, protectorates, trust territories, commonwealths, and countries), boundary disputes, strategic areas, buffer zones, and international organizations. Spring, 1958; Spring, 1960

S.S. 220. Geomorphology

3 semester hours, 3 clock hours

Prerequisite: Principles of Geography

Geomorphology is the study of land forms (mountains, plateaus, valleys, lakes, canyons, beaches, caves) and their development through the action of physical agents: glaciers, wind waves, running water, volcanism, and diastrophism.

This course can be applied toward Specialization in General Science.

Fall, 1957; Fall, 1959

S.S. 221. Geography of Africa and Australasia

3 semester hours, 3 clock hours

Prerequisite: Principles of Geography

This course presents the economic, political, historical, and cultural development of the countries of Africa, of Australia, and New Zealand, and of the islands in the South Pacific in relation to their physical environment.

Spring, 1958

S.S. 222. Geography of Asia

3 semester hours, 3 clock hours

Prerequisite: Principles of Geography

Geography of Asia is a regional analysis based on the geographic factors that have played a part in the development of the internal and external problems facing the nations of Asia today.

Spring, 1959

NOTE: The following course may be counted toward a Junior High School teaching certificate in Geography. See Science Department listings for description:

Sci. 214 Geology

3 semester hours, 3 clock hours

SPECIAL EDUCATION

FOR THE TEACHING OF THE MENTALLY RETARDED

S.E. 22. Psychology of Subnormal and Unadjusted Children

4 semester hours, 4 clock hours

This course consists of a study of causes, classification, and identification of the exceptional child. The role of the home, community, and the school in understanding the mentally retarded child is explored.

S.E. 204. Methods of Teaching the Mentally Retarded

5 semester hours, 5 clock hours

Emphasis is placed on experiences which will provide optimum conditions of growth for the mentally retarded child. Language arts, quantitative thinking, and evaluative techniques are developed.

S.E. 209. Educational Measurements I

2 semester hours, 2 clock hours

This course makes a study of teacher made tests, standardized group instruments, and other evaluative techniques used by the classroom teacher. Also included is a knowledge of simple statistical procedures typical of current literature in the field of special education.

S.E. 210. Educational Measurement II: Mental Testing

2 semester hours, 2 clock hours

Theory and development of intelligence tests; administration, scoring and interpreting of individual and group tests; study of tests of special abilities as related to problems of special education are included in this course.

S.E. 220. Domestic Arts

3 semester hours, 6 clock hours

This course of study of foods includes simple food selection and preparation, elementary nutrition, meal planning, and table service. Emphasis is also placed on quality, style, and care of clothing within the ability of the retarded child.

S.E. 224. Industrial Arts I

3 semester hours, 6 clock hours

Constructional activities in wood and metal for the mentally retarded child are studied. Through the planning and construction of these activities, an attempt is made to achieve an appreciation of the materials, tools, and processes essential to better life adjustment.

S.E. 226. Industrial Arts II

3 semester hours, 6 clock hours

Experience with the handicrafts of ceramics, textiles, plastics, leather, and graphic arts. This course supplements Industrial Arts I and with it leads to the use and expansion of the unit method in special class teaching.

S.E. 230. Student Teaching

12 semester hours, 25 clock hours

Students are assigned to selected special classes for one semester. Each student gradually assumes full classroom responsibility guided by the co-operating teacher and college supervisor.

S.E. 240. Seminar in Special Education

2 semester hours, 2 clock hours

This course includes experiences of teaching in special classes for the mentally retarded child with emphasis on problems confronted by the student teacher during this period. School law, salary schedule, professional ethics are discussed.

